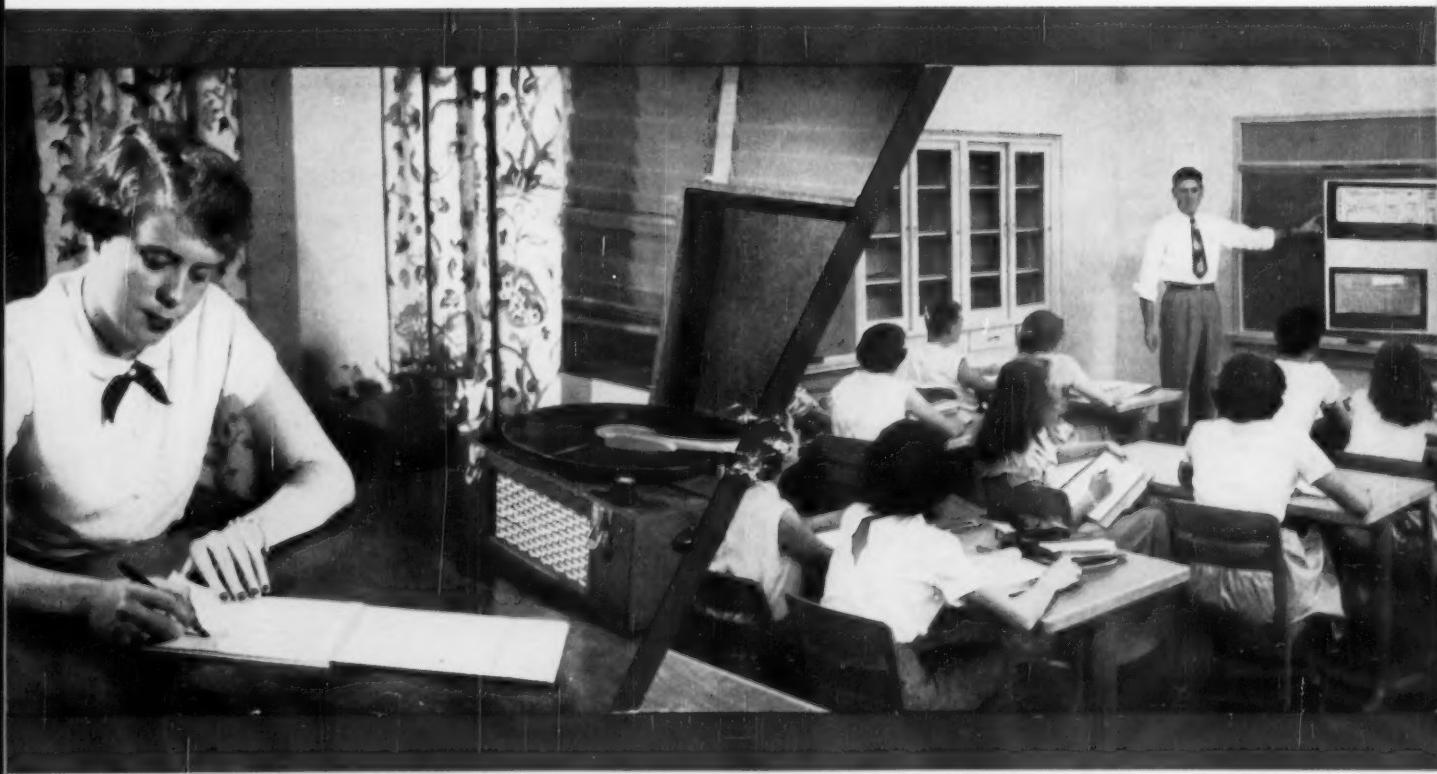


BUSINESS EDUCATION WORLD

March, 1956



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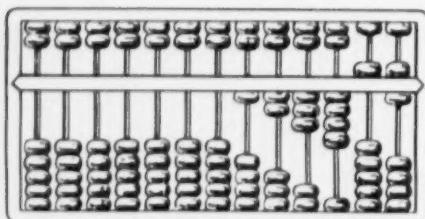
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BUSINESS EDUCATION WORLD

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MARCH 1956

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An Appeal to Readers

If you read **BUSINESS EDUCATION WORLD** regularly, you know that this column sometimes carries letters from readers. We've attempted to include letters that contain constructive remarks, rather than merely complimentary ones; but, we've had difficulty printing any letters at all.

Our problem is this:

Except for occasional staff-written reports, our articles always include the author's byline, which is normally followed by his school (or other professional) affiliation. For this reason, readers who want to comment on statements made by the author generally write directly to him, rather than to this magazine. The result: we never see the letters.

More important, you never see them. We know, from inquiries we've made among our authors, that certain articles have evoked a considerable number of letters, some of them confined to "pats on the back," others making constructive suggestions or expressing reasoned opinions that might profitably be passed on to you. As the situation stands, nobody but the author receiving the letters benefits from the remarks.

One answer to our problem would be to omit mention of authors' school connections; however, we're unwilling to do this. We'd rather make this appeal to you, our readers:

If, after reading an article in **BUSINESS EDUCATION WORLD**, you are ever impelled to add facts or opinions to the information and views expressed, feel free to write to the author; but, don't stop there. *Write to us, too—or at least send us a carbon copy of your letter.* If we feel that your remarks are of general interest, we'll write for permission to quote you in this column.

A conference or convention provides an arena for the free circulation of ideas; a magazine can serve the same purpose—and for a wider audience. These ideas are vital to the health of business education. If you're concerned about its health, remember—you're the doctor!

Index Available

Copies of the Index to Volume 35 (September, 1954-June, 1955) of **BUSINESS EDUCATION WORLD** are now available to subscribers. For your free copy, send a stamped, self-addressed envelope to **BUSINESS EDUCATION WORLD, Index Department, 330 West 42nd Street, New York 36, New York.** The supply is limited, so requests will be filled on a first-come, first-served basis.



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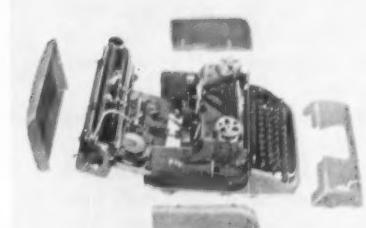
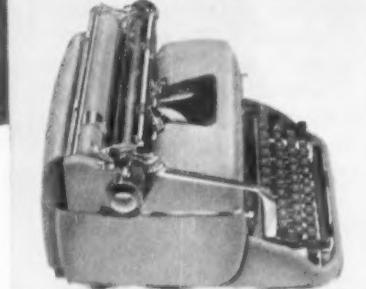
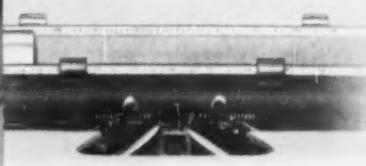
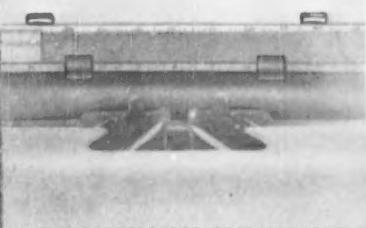


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A Change in Our Economy

A big change is taking place in the spending philosophy of the Eisenhower Administration. This change was revealed in the Federal Budget picture submitted to Congress in January.

The Administration proudly predicted a balanced budget for the 1955-56 fiscal year, instead of the \$1.7 billion deficit that it expected before the year began. It also disclosed plans for a small surplus of \$435 million for the next fiscal year. Thus, for the first time since 1948, when the Government was still drawing on huge wartime funds, an administration may achieve two consecutive years in the black.

Equally significant for the business future is the fact that the Federal Government's dollar outlays are going up—not in a temporary rise to meet a particular emergency, but as part of a fundamental shift in Administration thinking. Such a shift marks an end to a series of reductions that the Administration has been making since taking over the government in 1953. The Republicans have now done what they set out to do—eliminate what they considered nonessential spending. The period is therefore over when they could knock off huge savings by curtailing Democratic programs. From now on, the Administration will approve greater dollar outlays for the things it believes the country must have for defense and the peacetime requirements of an expanding economy.

The Tax-Cut Story

Prospects for tax cuts are more clearly definable in the light of President Eisenhower's January Budget message.

- Corporations will pay 52 per cent on this year's profits. There is no chance that the automatic cutback to 47 per cent on April 1 will take place. Congress will postpone the drop for at least a year.

- Exercise taxes will stay at present levels. Scheduled tax reductions on April 1 for gasoline, liquor, autos, etc., will be deferred. Possible exception: the auto tax—if sales slide this spring, a cut may be O.K.'d.

- Individual income-tax rates are less certain. The election-year Congress would like to vote relief. Right now both parties are supporting the line that the balanced budget comes first. But below the surface of the public comments is a rising pressure for individual relief.

Decision time on these individual taxes is still spring. By then, Congress will know more about the Administration's spending plans and the Government's revenue prospects. The business outlook also will play a part. If recovery from the seasonal downs of winter seems uncertain, a push to cut individual tax bills is certain. It will stimulate spending. Meantime, Eisenhower's Budget figures will become a political issue.

Change Manpower Regulations

The Government has issued new manpower regulations, which allow young men with critical civilian occupations special preference in the military reserve program. Under one ruling, men with certain technical skills, who are employed in essential industries, now can enlist for six months' active duty, instead of the regular two-year period.

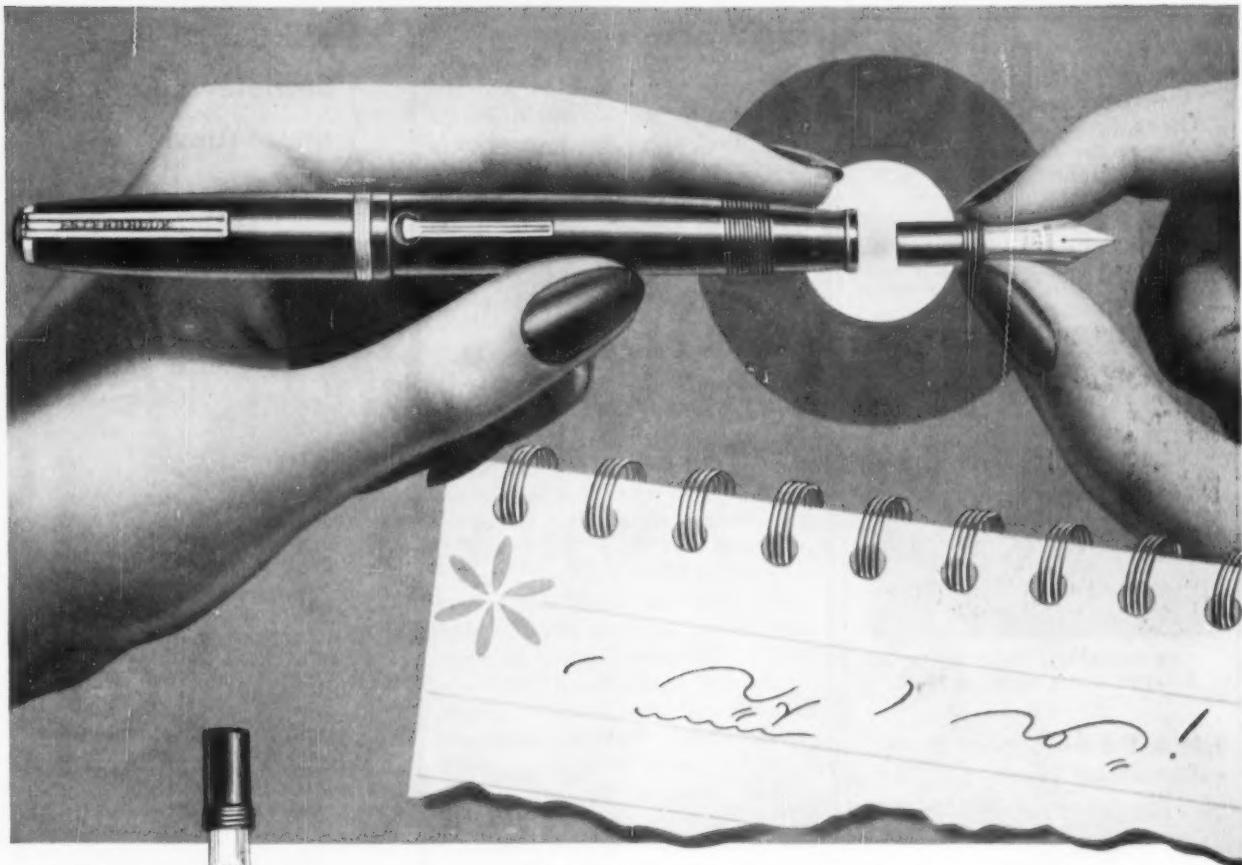
Included in the list are industries such as defense production, health and welfare services, and education. Skilled workers in short supply (aircraft and electronic technicians, etc.), however, are not included. Another new regulation broadens the list of technicians who can transfer from the Ready Reserve to the Standby Reserve. Only Ready Reservists with skills not required by the military will be screened out. A machinist assigned to a reserve ordnance unit, for instance, would most likely be kept in the Ready Reserve, as would a mechanical engineer trained as a jet pilot.

A Secret So Far

A new manual of economic controls, to be slapped on in the event of a Korea-type war, has been prepared by the Administration. So far, however, the document is classified—that is, it can't be made public.

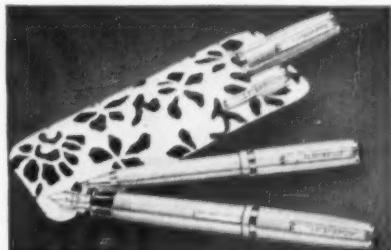
This classification is a source of controversy. The anti-secret school feels that the public and business-

Business Scene



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BUSINESS SCENE

(Continued from page 6)

men, who would have to live and work under such controls, should know in advance what is expected of them. The anti-publication side of the argument is that if the plan is revealed in advance, then there will be pressure from all sides for revisions. Eisenhower himself may have to settle the argument.

Cleveland Goes Underground

Cleveland's downtown subway is inching a little closer to reality. An abbreviated engineering report has revealed that the city can and should build it. The subway, which would make a loop around the downtown area, will cost about \$27.5 million. It would be about two miles long.

The "cut and cover" method of construction has been recommended. That is, the ground would be excavated, tracks installed, and then everything covered over. A sizable number of downtown buildings, however, would have to be undercut to provide a direct route for the loop. Transit System officials believe the feeder loop is needed to make the city's new rapid transit lines pay off.

NBC-TV Seeks Local Ads

A fresh bid for local department-store advertising is being made by NBC Television. The network is counting on a new program format, called Window, which consists of five-minute programs produced by NBC-owned stations. Local department stores sponsor the shows, one sponsor for each presentation. A local celebrity demonstrates the sponsor's items, along with giving noncommercial comments and information.

The program will be in color whenever possible. The price is reasonable—in New York City, for instance, a once-a-week window on WRCA-TV costs a retailer only \$325.

Runs by Sunlight

A solar-powered radio receiver, which weighs only ten ounces and can work eight hours in total darkness without recharging, has been developed by the General Electric Company. The pocket-size receiver is recharged by exposing the transparent case of the unit to the rays of the sun. General Electric says that artificial light, such as that produced by a 100-watt bulb, may also be used to recharge it.

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After the Great Ford Foundation Gift...

What Still Remains To Be Done To Provide Decent Faculty Pay

The Ford Foundation's gift of a half billion dollars to our privately supported colleges, medical schools and hospitals, now being distributed, is magnificent. But it will be much more magnificent if it inspires completion of the job to which it gives a lift. So far as the colleges and universities are concerned, this job is primarily to rescue their faculty members from being second-class citizens economically.

Even in a period when we have become accustomed to astronomical financial figures, a half billion dollars remains an eye-popping gift. In fact, it is so imposing that a good many people who don't read the fine print are apt to conclude that it must just about solve the financial problem to which it is addressed.

Goes Only a Small Way

However, we have allowed college professors to fall so far behind the parade financially that the share of the Ford half billion dollar gift going directly to the improvement of faculty salaries (\$210 million) will go only a small way financially toward doing what is necessary to provide adequate salaries.

Completion of this job for our privately supported colleges and universities calls for:

1. An increase in faculty salaries at least five times as great as that made possible by

the Ford gift merely to restore salaries to their 1939 purchasing power level and an increase fifteen times as great to provide adequate salaries today.

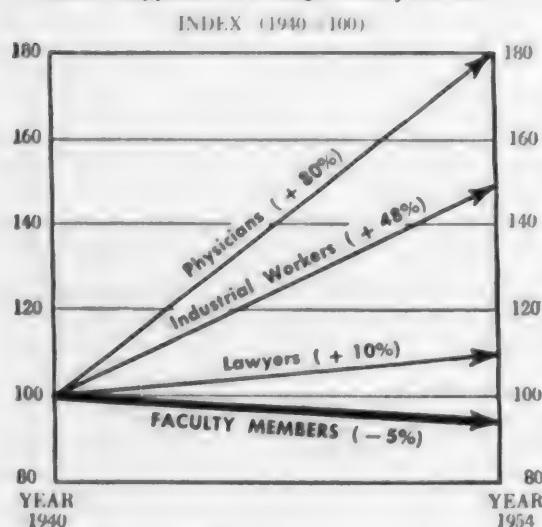
2. Some difficult and courageous decisions by the heads of the colleges and universities in apportioning the grants received by them.

Terms of Gifts to Colleges

The \$210 million of the Ford Foundation gift going specifically to improve faculty salaries is being distributed on the following basis: Each of 615 privately supported, regionally accredited liberal arts and science colleges and universities receives a gift about equivalent to its last year's teaching payroll. For ten years only the income from these gifts is to be devoted to raising faculty salaries. After that all the money can be spent in any way the institutions receiving it see fit. There is no requirement that universities having other than liberal arts and science schools limit use of the gifts to improving salaries in these schools alone. They can spread it right through all their faculties if they wish.

In addition to the gift of \$210 million specifically directed to increasing faculty salaries, another gift of \$50 million goes to a group of 126 institutions selected for specially noteworthy leadership in improving

What's Happened to College Faculty Salaries*



* Real Income before Taxes.

Source: Council for Financial Aid to Education, U. S. Dep't of Commerce; U. S. Dep't of Labor.

the status and pay of teachers. For these schools the individual gifts add about 50% more to the amounts coming from the \$210 million fund. They can be used to improve faculty salaries if the institutions choose to do so, but this is not required by the terms of these gifts.

The \$210 million plus the \$50 million should yield an income of \$10-\$13 million a year. Even if all this is used to raise salaries, it will be only a small step, however worthy, toward the \$200 million per year the colleges need to meet their salary requirements adequately.

Helps Some Who Need It Most

In focussing its gift to improve faculty salaries in privately supported liberal arts and science colleges, the Ford Foundation aims at least part of the help at the spot where it is most desperately needed. Numerous surveys have indicated that the most poorly paid of all college and university faculty members are those in small, privately endowed liberal arts colleges.

But the overshadowing fact is that the teachers in our colleges and universities as a whole are badly underpaid. Just how badly is indicated by the chart above which first appeared in an earlier editorial. (Figures later than those for 1954 are not available.)

The Ford gift will turn the indicator of faculty salaries, which now lies far below the general salary trend, upward a few points. And it will do this in some places where salaries are below the wretched average shown by the chart.

But the Crucial Test Remains

College and university administrators will have the opportunity to extend further the process of getting the help provided by the Ford Foundation gifts where it is most needed. In general, this will mean giving it to senior faculty members, in order to hold experienced teachers and make college teaching attractive as a career. But to make such a division in many schools will take extraordinary fortitude.

The crucial test of the success of the enterprise of the Ford Foundation in raising faculty salaries will lie in whether it prompts the rest of us — college alumni, individuals, business firms and legislators alike — to see that it is a great beginning, not a signal for a recess.

Even with the Ford gifts providing \$10-13 million a year, our privately supported colleges and universities must have an increase of about \$190 million a year to provide decent faculty salaries.

This is a job far beyond the capacity of the Ford Foundation, imposing though that is. It is a job far beyond the capacities of a few hundred large corporations and a few thousand wealthy individuals. If it is to be done, it is a job at which all of us must work with a will.

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NEWEST, FASTEST CALCULATING,
ADDING AND ACCOUNTING MACHINES

WHAT'S NEW IN AIDS?



E. DANA GIBSON, San Diego State College

In ORDER to learn what was really new in audio-visual aids for business education, I have contacted about 100 firms that have had such aids in the past. The result is the list of audio-visual materials beginning on the next page.

Let's look first, however, at the newer ideas and materials. If the quantity and the number of firms producing them is any criteria, then the future of tape recording is bright. Straight playback machines come in hundreds of models and range in price from \$150 up. Their long playback time, their ease of handling and their editing versatility make them a most useful aid. Lura Lee Straub's article, "We Have an Assistant Teacher in Our Shorthand Classroom" (*BUSINESS EDUCATION WORLD*, May, 1953), furnishes many details on how this machine can be put to use.

This is really only one small use of the tape recorder. Teachers also are recording speeches, radio programs, court cases, actual sales, etc.—all to make classes more vital and challeng-

ing. Are you doing any of these things?

Teachers are also using tapes to provide sound for filmstrips, slides, and motion pictures. Soon teachers will be using the newly developed technique of putting sound and pictures on tape in order to show students how they look and sound to each other. Probably no greater incentive for improvement can be had than letting a student see himself out of step with the rest of the individuals in the class.

Another type of aid is a packet put out by Remington Rand Inc., New York. The envelope contains the material for their ten-key adding machine course. It provides instructive lessons for ten periods, covering addition, multiplication, and subtraction. There is a well-constructed manual and a student workbook of 12 exercises. Actual practice checks, check stubs, and invoices simulate real business operations. Of equal value is the Monroe Portfolio of Teaching Aids and Literature (see listing).

Have you seen the article by Ver-

non Musselman, "Try Using News to Start Units" (*BUSINESS EDUCATION WORLD*, March, 1954)? While tied to the subject of General Business, this approach may be used in other classes. What news, you say, would be of real interest to my students? Something about the cold war, politics? No, the news must involve the student or people he knows. If someone in the class has a car accident, there are many good questions to ask. "Will the driver of the other car have to pay the doctor and/or hospital bills?" This provides an entry into a study of insurance and transportation, because it raises all the problems of driver's license, age limits, reporting of accidents to police, etc.

The newspaper can also be a source of news. If a local business goes bankrupt, use it as a lead into the study of debts and credits. A fire in a neighboring building can start a discussion of fire insurance. These are only a few of the suggestions in Dr. Musselman's article.

Some of you are thinking that you

can't break into regularly scheduled lessons for such spur-of-the-moment topics. But isn't extra motivation worth more than any loss of time due to the breaking of a fixed schedule? Remember, it is possible to pay too high a price for routine.

Need more suggestions for classes in business law, consumer education, or bookkeeping? The problem of bad traffic, streets, police protection, etc., in the neighborhood make excellent "Letters to the Editor" projects in typing or Business English classes. The shorthand class can take notes at meetings in or out of school or at a school assembly. The bookkeeping class might help in the making of income-tax forms, the analysis of bank statements, or the study of the city budget.

We haven't begun to vitalize classes to the extent we should. The sophisticated and blasé students coming into our classes today are saturated with

TV, radio, and the movies. They challenge us to awaken in them a desire to study the world about them.

Another area of effective teaching that we overlook is the cartoon method. (See the listing under *Other Aids*.) Some businesses have put out cartoons in the business field, but few apply directly to business education. Many of you, personally, however, could produce fair to good drawings. Or, even if you can't, some of your students can, and the art department in many schools is glad to assist in producing them.

Read also the article by Irving Rosenblum, "Another Use for the Comic Strip" (*Journal of Business Education*, December, 1954). While a serial cartoon requires work to maintain, students will fall over themselves to catch the next installment of your "Office Girl" or "The Problems of a CPA." Once in a great while one of the daily newspaper cartoons will

also treat a pertinent business subject.

Have you made use of TV in your classes? Like radio, TV has programs of interest to business education. Most of them are one-shot programs, however, hard to know about far in advance. Some, like "Private Secretary," are not too *apropos*. It will pay to watch for program announcements, however. Many national hookups put out news sheets in advance.

Probably of more interest is the possibility of teaching by TV. Such business education programs, however, are few in number and are usually limited to telling the local community how business classes work. This is fine, but it does not make use of the real value of TV as an educational medium.

Of course, TV is expensive. Of course, to put on a program is work. But it can be the most effective method of presentation we have yet

(Continued on page 41)

FILMS

TITLE	SOURCE	PRICE	DESCRIPTION
ACCOUNTING—THE LANGUAGE OF BUSINESS	Association Films, Inc. Broad at Elm, Ridgefield, N. J. 351 Turk St., San Francisco, Calif.	Free-loan	Produced by American Institute of Accountants 16 mm., black and white, sound, 20 minutes
AS OTHERS SEE US	British Information Service 30 Rockefeller Plaza, N.Y.C.	Rental \$1.50 Sale \$32.50	On handling casual callers 16 mm., black and white, sound, 10 minutes
BASIC ELEMENTS OF PRODUCTION, THE	Encyclopedia Britannica Films 9794 Newton Ave., Cleveland, Ohio	Rental \$3.00 Sale \$62.50	Function of resources, labor, capital, and management 16 mm., black and white, sound, 13 minutes
BETTER TYPING—AT YOUR FINGER-TIPS	Modern Talking Picture Service 45 Rockefeller Plaza, N.Y.C.	Free-loan	Demonstration by Norman Saksvig 16 mm., black and white, sound, 30 minutes
DIALING TIPS	Contact your local telephone company.	Free-loan	16 mm., color, 5 minutes
DO I WANT TO BE A SECRETARY?	Coronet Instructional Films Coronet Building, Chicago 1	Color \$110 b&w \$55	Skills and duties of a secretary 16 mm., 11 minutes
FAIR EXCHANGE	Movies, USA, Inc. 729 Seventh Ave., New York 19	Free-loan	"Do's and don'ts" about the stock market 16 mm., black and white, sound, 20 minutes
FIVE WAYS TO BETTER DRUG STORE MANAGEMENT	Audio-Visual Extension City College of New York 17 Lexington Ave., N.Y.C.	Rental \$ 3.00 ea. Sale \$20.00 ea.	Window and interior display; Promotion to the Professions; Departmentalization; Promoting Prescription Department; Merchandising Prescription Accessories. Sound
GETTING A JOB	Encyclopedia Britannica Films 9794 Newton Ave., Cleveland, O.	\$75	How to find the kind of job you want 16 mm., black and white, sound
GOOD PLACE TO WORK, A	National Assn. of Manufacturers 444 Madison Ave., New York 22	Rental \$ 1.50 Sale \$35.00	On factory employment vs. white-collar jobs 16 mm., black and white, sound, 14½ min.
HITTING HOT BUTTONS	Ideal Pictures, Inc. 58 East Water St., Chicago	Apply for rent	On selling 16 mm., color, sound, 45 minutes
HOW TO INVESTIGATE VOCATIONS	Coronet Coronet Building, Chicago 1	Color \$100 b&w \$50	16 mm., black and white, sound, 10 minutes
IT'S EVERYBODY'S BUSINESS	U. S. Chamber of Commerce 1615 H St., Washington 6, D.C.	Rental \$ 15 (30 days) Sale \$130	16 mm., color, 18 minutes
LEISURE TIME	McGraw-Hill Book Company 330 West 42 St., New York 36	Sale \$85	After school hours, don't let your leisure time go to waste. To be released later this year. 16 mm., black and white, sound, 14 minutes
MAGIC BOX, THE	Modern Talking Pictures 45 Rockefeller Plaza, N.Y.C. 20	Free-loan	On packaging 16 mm., color, sound, 30 minutes
MAGIC WHEEL, THE	Modern Talking Pictures 45 Rockefeller Plaza, N.Y.C. 20	Free-loan	How business machines are made and used 16 mm., black and white, 14 minutes
MAKING YOURSELF UNDERSTAND	Encyclopedia Britannica Films 9794 Newton Ave., Cleveland, Ohio	Rental \$ 3.00 Sale \$62.50	16 mm., black and white, 14 minutes

MOST FOR YOUR MONEY, THE OF TIME AND SALESMEN	McGraw-Hill Book Company 330 West 42 St., New York 36	Sale \$85 Free-loan Sale \$100 Rental \$4 (c), \$2.50 (b&w); sale \$100 (c), \$50 (b&w)	For consumer-education classes; buying wisely 16 mm., black and white, sound, 14 minutes How a salesman should plan his working day 16 mm., black and white, 30 minutes 16 mm., color or black and white, sound, 12 minutes
OFFICE COURTESY—MEETING THE PUBLIC	Encyclopedia Britannica Films 9794 Newton Ave., Cleveland, Ohio	(Same as "Office Courtesy")	Co-operation in the office 16 mm., sound, 12 minutes
OFFICE TEAMWORK	Encyclopedia Britannica Films 9794 Newton Ave., Cleveland, Ohio	Free-loan	On investment banking 16 mm., black and white, sound, 27 minutes
OPPORTUNITY USA	Modern Talking Pictures 45 Rockefeller Plaza, N. Y. C. 20	Free-loan	Select the right type of paper for each job 16 mm., black and white, 23 minutes
PAPER MADE FOR YOU, THE	Modern Talking Pictures 45 Rockefeller Plaza, N. Y. C. 20	\$75	Know yourself and your qualifications 16 mm., black and white, sound, 16 minutes
PLANNING YOUR CAREER	Encyclopedia Britannica Films 9794 Newton Ave., Cleveland, Ohio	Rental \$2.50 Sale \$55.00	On the typing pool 16 mm., black and white, sound, 20 minutes
POOL OF CONTENTMENT	British Information Service 30 Rockefeller Plaza, N. Y. C. 20	Free-loan	Secretarial advice (see BEW, May, '55, p. 12) 16 mm., color, sound, 18 minutes
RIGHT TOUCH, THE	IBM Film Library, Endicott, N. Y. Or any branch office	Free-loan	On rayon and synthetic fibers 16 mm., color, sound, 23 minutes
SCIENCE SPINS A YARN	American Viscose Corp. Consumer Service Section Box 864, GPO, New York 1	Free-loan	On life insurance funds; developing the West 16 mm., color, sound, 19 minutes
SILENT PARTNERS	Modern Talking Pictures 45 Rockefeller Plaza, N. Y. C. 20	Free-loan	16 mm., black and white, sound, 21 minutes
TYPING TECHNIQUES	British Information Service 30 Rockefeller Plaza, N. Y. C. 20	Rental \$2.50 Sale \$55.00	On the New York Stock Exchange 16 mm., color, sound, 12 minutes
WHAT MAKES US TICK?	Modern Talking Pictures 45 Rockefeller Plaza, N. Y. C. 20	Free-loan	Inflation—its causes and cure 16 mm., color, sound, 29½ minutes
YOUR MONEY IS WHAT YOU MAKE IT	Business Education Films, Suite 409 630 Ninth Ave., New York 36	Free-loan Sale \$134.50	

FILMSTRIPS

TITLE	SOURCE	PRICE	DESCRIPTION
BOOKKEEPING FILMSTRIP SERIES	McGraw-Hill Book Company 330 West 42 St., New York 36	Series Each \$35.00 \$ 6.50	Correlated with Freeman, Hanna, and Kahn's "Bookkeeping Simplified." Six parts: Equation and Balance Sheet (21 frames); Accounts and Analyzing Transactions (36 fr.); Journalizing and Posting (36 fr.); Trial Balance (32 fr.); Work Sheet and Financial Statements (34 fr.); Closing Entries (24 fr.). Color
CLAY BALL, THE	New York Life Insurance Co. 51 Madison Ave., New York 10	Free-loan	On business letters Sound, color, 75 frames
CONSUMER EDUCATION FILM STRIP SERIES	Young America Films, Inc. 18 E. 41 St., New York 17	Series Each \$16.50 \$ 3.50	How to Buy a Blouse (41 fr.); Select Your Style (39 fr.); Your Retail Store (39 fr.); Rayon Fabrics (39 fr.); Wool Fabrics (41 fr.); Cotton Fabrics (42 fr.) Black and white, 30 frames
CO-OPERATIVES IN TODAY'S LIFE	Co-operative League of USA 343 S. Dearborn St., Chicago	\$3.00	Color; 33 1/3 record; 15 minutes
CREDIT MANAGEMENT—CAREER WITH A FUTURE	City College of New York 17 Lexington Ave., New York	Rental Sale \$ 3 \$21	Advertising and its opportunities Sound, color, 137 frames
DO YOU BELONG IN ADVERTISING?	Advertising Foundation of America 330 W. 42 St., New York 36	Loan-free to schools	Basic Concepts (40 fr.); National Income, Parts I and II (each 36 fr.); Saving and Investment (47 fr.) Optimistic view of American economy Color, 92 frames
ECONOMICS	McGraw-Hill Book Company 330 West 42 St., New York 36	Set Each \$25.00 \$ 5.50	Black and white, 67 frames
FUTURE OF AMERICA, THE	American Assn. of Advertising Agencies 285 Madison Ave., New York 17	\$30	A co-operative filmstrip. Guide for teachers
HOW RAYON IS MADE	American Viscose Corp. Consumer Service Section Box 864, GPO, New York 1	\$1.00	Sound, color, 100 frames
LET'S TALK IT OVER	Instructional Materials Lab U. of Michigan, Ann Arbor, Mich.	Silent \$3; Sound at 3 3/4 \$5, at 7 1/2 \$5.75	Black and white, 72 frames
OPPORTUNITY IN VARIETY STORE MANAGEMENT	Variety Store Merchandiser 192 Lexington Ave., N. Y. C. 16	Free-loan	Correlated with "Applied Secretarial Practice," and other texts. Getting a Job; The First Job; Secretarial Attitudes; Adjusting to the Job; Secretarial Co-operation; Job Growth. 78 rpm., 12-inch record
RETAIL CREDIT—BEHIND THE SCENES	Audio-Visual Extension Service City College of New York 17 Lexington Ave., New York 10	Rental Sale \$ 2 \$10	On a consumer co-operative. Part I, 43 frames; Part II, 42 frames (Continued on next page)
SECRETARIAL TRAINING SERIES	McGraw-Hill Book Company 330 West 42 St., New York 36	Series Each \$55 \$10	
SKOKIE SCHOOL STORE, THE	Nat. Assn. of Sec. Sch. Principals 1201 Sixteenth St., N.W. Washington, D. C.	\$4.50 (with strips)	

FILMSTRIPS (continued)

STOCK EXCHANGE, THE	Wayne University Detroit 1, Michigan	Both Each	\$5 \$3	Part I, Its Nature and Function; Part II, How It Operates
SUPERVISORY PROBLEMS IN THE OFFICE, SERIES	McGraw-Hill Book Company 330 West 42 St., New York 36		\$75	Six Strips: Understanding Employee View-point, Error Correction Talk, Motivating the Long-Service Employee, Orientation and Induction, Combating Job Monotony, Excessive Supervision. Sound
WHAT DOES ADVERTISING DO?	City College of New York 17 Lexington Ave., N. Y. C. 10	Rental Sale	\$3 \$20	Color, 33 1/3 record, 12 minutes

BOOKS AND BOOKLETS

TITLE	SOURCE	PRICE	DESCRIPTION
BAITED BULLETIN BOARDS	Baited Bulletin Boards 30 Clareview Ave., San Jose 27, Calif.	\$1.00	Written by Thomas A. Koskey
BUSINESS EDUCATION TEACHING TRICKS	Interstate Printers & Publishers, Inc. Danville, Ill.	\$1.75	Written by Toma S. Kightlinger
BUSINESS TEACHERS' GUIDE TO FREE VISUAL AIDS	Business Teachers' Guide Box 114-W, Conway, N.H.	\$1.50	Detailed list of sources from which visual aids may be obtained
CAN I GET THE JOB?	General Motors, Inc. Dept. of Public Relations, Detroit 2	Free	Booklet
FEDERAL INCOME TAX BOOKLETS	Nearest Income Tax Bureau	Free	Charts and pamphlets on many phases of income tax
MODERN TEACHING AIDS	Smead Manufacturing Co., Inc. Hastings, Minn.	Free	A portfolio of materials for the teaching of filing
ON THE TRACK	Association of American Railroads School and College Service Transportation Bldg., Wash. 6, D. C.	Free	21 items about railroads
PORTFOLIO OF TEACHING AIDS AND LITERATURE	Monroe Calculating Machine Co., Inc. General Offices, Orange, N. J.	Free	How to set up or modernize a business-machine course. A step-by-step program. 20 items
PRACTICAL SUGGESTIONS FOR IMPROVING INSTRUCTION IN BOOKKEEPING	Business Education Service Series Ohio State U., Columbus, Ohio	Free	Bulletin No. 4
PRINCIPLES OF EFFECTIVE TELEPHONE USAGE	Local telephone company office	Free	How to use the phone and the directory; discussion questions suggested
VISUAL AIDS AND READING REFERENCES ON BUSINESS CAREERS	South-Western Publishing Co. Cincinnati 2, Ohio	Free to teachers	Monograph 84

OTHER AIDS

TITLE	SOURCE	PRICE	DESCRIPTION
ALPHABETIC DISPLAY CARDS	Keetrix Display Typing Co. 95 Seaman Ave., New York 34	\$1.00	Set of 11 display cards
BOOKKEEPING CARTOONS	Nat. Assn. of Sec. Sch. Principals 1201 Sixteenth St. N.W., Wash. 6, D.C.	\$2.00	In sets of 12. Black and white, 8x10-inch posters
BOOKKEEPING CHART	R. L. Spahr, Cons. Disc. Co. No. 10 Valley St., Lewistown, Pa.	\$1.97 per 100	For daily class work. 12 x 8 1/2 inches. In 100 to 500 lots
BOOKKEEPING VISUALIZED	The National Blank Book Company Holyoke, Mass.	Free	Includes poster, teacher's guide, and sample sheets. Poster explains bookkeeping procedure
DICTION DISCS	Dictation Disc Co. PO Box 637, 90 Church St., N. Y. C.	Sale: \$18 each series; both for \$33.50	Series 4A consists of 8 records at 78 rpm; series B consists of 4 records at 33 1/3 rpm. Each record has 45 minutes of dictation, or 12 letters
GLAMOUR VISUAL AIDS	Glamour Magazine, Job Dept. 420 Lexington Ave., New York, N. Y.	Chart free; posters, 50c; kit, \$1.00	On jobs, how to find, win, and keep them
OCCUPATIONAL-SUBJECT POSTERS	Chronicle Guidance Publications, Inc. Monrovia, New York	Each, 75c; 2-5, 60c; 5-10, 50c; 11-35, 35c; 36-100, 30c	Four 17x22-inch colored posters on bookkeeping, typing, business law, business arithmetic
OIL INDUSTRY TEACHING-AID MATERIALS	Petroleum School Series American Petroleum Institute 50 W. 50 St., New York 20	Single copies free	Charts, filmstrips, and booklets
SHORTHAND CARTOONS	Nat. Assn. Sec. Sch. Principals 1201 Sixteenth St. N.W., Wash., D. C.	\$2 a set	Twelve 8 by 10 inch cartoons
TYPING CARTOONS	Ohio Typewriter Service 3759 Berkley, Cincinnati 36, Ohio	Ten for \$2	Black and yellow. 8 1/2 by 11 inches
TYPINGO	Mr. Kranning 8016 Locust Ave., Gary, Ind.	\$1.00	A three-page, mimeographed set of instructions for a game to improve typing.
ZIPPO BAR-CHARTS	Zippo Bar-Charts Jewell, Iowa	Varies with size, quantity	Charts almost anything. Pull back perforated white cloth to uncover colored strip beneath

BUSINESS EDUCATION WORLD

A series condensed from the forthcoming book,
"Reading for Adults," by NILA B. SMITH
(copyright, 1956, by Prentice-Hall, Inc.)

You Can READ FASTER and BETTER

AUTHOR'S INTRODUCTION

It's a generally recognized fact that the modern business or professional person is enmeshed in a never-ending combat with printed words. There they lie before him in continuing accumulations, and it is imperative that he read these ever-mounting piles of print in order to dispatch the daily activities in his office efficiently, and in order that he may obtain the broader information and insights that contribute so mightily to his success.

This is an age of new horizons: new horizons in business, in education, in transportation and communication—and new horizons in reading. Practically all phases of American life have been subjected to streamlined techniques in attempts to develop higher tempos and faster paces than were known twenty-five, or even ten, years

ago. In the midst of this fast-moving current of American living, most business and professional people are still using the reading techniques they acquired as children in grade school many years ago. As a consequence, they creep along at 200 or 250 words a minute when they could easily escalate this rate to 500 or 600 words a minute.

A new art of reading has arisen during the last few years in response to a deeply felt need by adults to read faster and better. In this series of articles, I shall explain some of the basic techniques in this new art of rapid, effective reading and provide you with selections to which you may apply them. Then it is up to you. You must go on applying the techniques in all the reading you do. Reading for increased speed and understanding is a skill that requires faithful and abundant practice.

1. How well do you read NOW?

DO YOU KNOW how well you read? The first thing to do is to find out. The average reader reads about 250 words a minute. A lesser number than this indicates a slow reader or a poor reader. Very good readers read 500 or 600 words a minute. A very superior reader reads 1,000 words a minute. And, occasionally, one finds an unusual person who reads 1,600 or 1,800 words a minute.

Speed, however, isn't the only consideration. Ability to cover printed words rapidly is quite valueless unless one gathers meaning from reading. Basically, there are two major reading skills that lend themselves to development with guidance and prac-

tice—speed and comprehension. The two must increase together or all is lost. If you should increase your speed to 600 words a minute and simultaneously drop your comprehension from 80 per cent to 40 per cent, your speed would do you more harm than good; so, in all these articles, you will be asked to work on both speed and comprehension.

But, first of all, let's find out what your normal rate is, and also get some idea of how well you comprehend. You can then use these first scores as a basis of comparison later.

Shortly, you will be asked to read the article from the *New York Times* that follows. Read this selection just as you are accustomed to reading or-

dinarily. Don't hurry, and don't try especially hard to get the meanings just read comfortably.

You'll have to time yourself by a watch with a second hand. At the moment that you are ready to start reading, note the time in minutes and seconds and jot it down on the margin of the page. Then read the article. When you've finished, record in minutes and seconds the exact amount of time it took you. You will find other instructions at the end of the article.

WHY DO THEY MOVE?

The Population Reference Bureau says that about 3 per cent of the nation's population move from one state to another each year. Many more persons undoubt-

edly move intrastate; the Institute of Life Insurance estimates that this year 31,000,000 people will pull up stakes and move to other homes. It is difficult to see why this is so. If moving one's household from one home to another in the same city, or from one city to another, were as simple as changing a pair of shoes, those figures pertaining to Americans on the move would not be surprising. But moving, and especially long-distance moving, is an incredibly complex, uncomfortable, unsettling, expensive, and distasteful operation.

Here in City A, for example, are old friends and neighbors, old haunts—familiar faces, familiar schools, familiar church, comfortable if not plush house—and firmly fixed habits. There, in City B, are neighbors of as yet undetermined humors, new surroundings and perhaps customs; strange schools and—at first glance—gimlet-eyed teachers, a church with perhaps different hymn-books (very unsettling) to say nothing of a wholly strange order of worship. And high on the list of painful adjustments is the necessity of forming new habits, of finding new restaurants, perhaps changing one's mode of transportation. And then there is the little matter of the new house.

The matter of the new house appears on the agenda early in any moving operation. The lady of the (old) house says the new house must be larger, nearer to schools, with a large yard, with fireplaces, a sunny kitchen, etc., etc. And the head of the (old) house finds himself saddled not only with the task of adjusting himself to new associates in what may be a totally strange place but also with the responsibility of finding a new house answering the foregoing description. If he is wise, the head of the (old) house will somehow turn the important (and time-consuming) business of discovering a new house to the distaff side so that in the event matters turn out poorly he, and not she, can say, "Well, I didn't think much of the house in the first place, but I didn't like to say so."

But no matter what, the new house will be a problem. Even the most careful inspection of a house does not prepare one fully for living in it. Inspection before moving in does not prepare one for the discovery that the movers with their vanload of furniture—and what looks more worn and frazzled than the family heirlooms being carted across a pavement, from truck to house, in the cold light of day—and a small army of painters have arrived at the new house at the same time. Inspection before moving does not prepare one for the discovery that the previous occupants have decamped with all but three window shades, leaving the new residents and all their dusty furniture

and their undisguised misery fully exposed to curious eyes.

Inspection does not disclose that, although one may come from a place where trash, ashes, and garbage were picked up twice a week, here at the new house trash is picked up once every two weeks on one day, ashes, if any, on another day, and garbage on still another. Or that the paper boy's aim at the new house is worse than a certain lad's aim at the old. Or that the new house's windows rattle alarmingly even in a light breeze. Or that there are fewer shelves in the kitchen than one had supposed. Or that one of the garage doors—a heavy, heavy door—is about to fall off.

But there is the new house—and its larger yard, just as the lady of the (old) house wanted it. With more grass to cut. A nice, big hedge to trim. Lots of trees to shed their leaves in season. And a lot of new neighbors who, as yet, do not appear to be the type eager to share any of their belongings with newcomers who have no shades on their windows and appear to be, for all the world, a bunch of gypsies with a heap of broken-down, or at least badly bent, furniture. The new house will be all right, some day; but, when the movers have gone and the door is closed (stickily), the old house looks pretty good, wherever it was.

Jot down your finishing time.

Checking Your Speed

Time Begun

Time Finished

Reading Time

Reading Rate

Comprehensive Score

Refer back to where you jotted down the time you began reading. Write it in the space above as, for example, 9:22. Next, write your finishing time in the appropriate space. Subtract the first from the second to get your reading time, then locate this time on the scale shown below. The number under your figure tells you how many words per minute you read. For example, if it took you 3½ minutes to read the article, you read at the rate of 194 words a minute. This is your "Reading Rate" and should be recorded as such in the appropriate space in the table.

Checking Your Comprehension

Without referring back to the article, read these statements and write "Yes" before each one you think is

correct, and "No" before each one you think is incorrect.

- 1. The Population Reference Bureau says that about 5 per cent of the national population moves from one state to another each year.
- 2. The Institute of Life Insurance estimates that 31,000,000 people pull up stakes and move each year.
- 3. Among the new adjustments that must be made, as enumerated by the article, are: becoming acquainted with new neighbors, strange schools, a different church, and getting one's mail rerouted satisfactorily.
- 4. The article states that the lady of the house wants the new house to be larger, nearer schools and stores, have a large yard, an outdoor fireplace, and a sunny kitchen.
- 5. According to the article, regardless of how careful an inspection of the new house has been made before moving in, difficulty cannot be fully eliminated.
- 6. When the article says that the wise head will turn the selection of the house to the distaff side, it means that he will turn it over to his wife.
- 7. In this article, the previous tenants were said to have departed with three of the window shades.
- 8. Other difficulties enumerated in the article are: garbage collection problem, the newsboy's aim, rattling windows, few shelves in the kitchen, a garage door about to become unhinged.
- 9. The new house that the lady wanted has these disadvantages to the man: more grass to cut, weeds in the lawn, a hedge to trim, lots of trees to shed leaves.
- 10. The article gives no reason as to why so many Americans undergo this trial of moving each year.

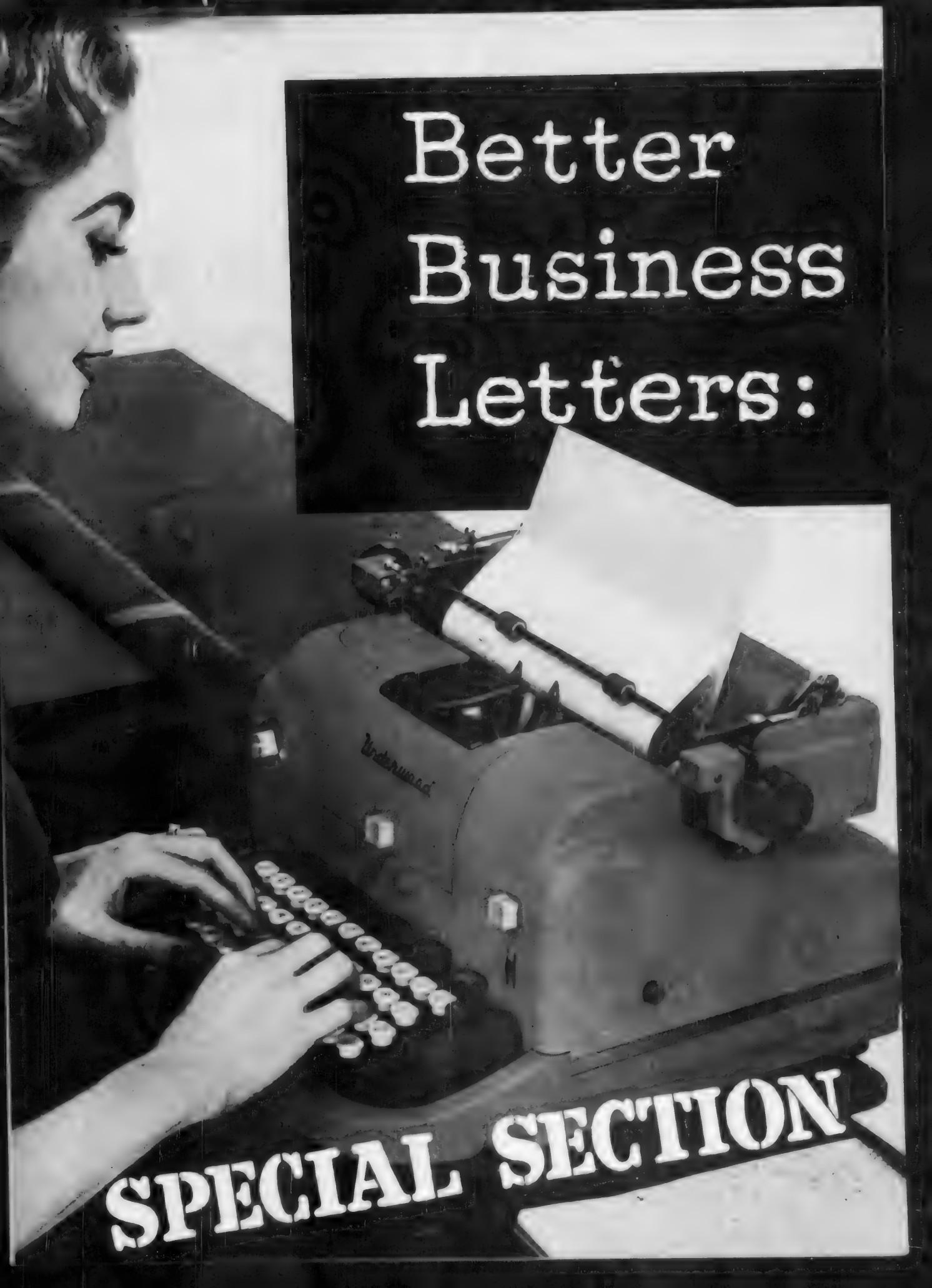
Here are the right answers—a careful check will prove their accuracy.

3. No	10. Yes
2. Yes	5. Yes
1. No	4. No

Allow yourself a score of 10 for each correct answer to find your comprehension score. Write it in the table above. You will wish to refer back to these scores as you progress through this series. With the use of the new techniques described and the practice recommended, you should note consistent improvement.

(To be continued next month)

MINUTES	7	6 1/2	6	5 1/2	5	4 1/2	4	3 1/2	3	2 1/2	2	1 1/2	1
	97	104	113	123	136	150	170	194	226	271	340	433	679



Better Business Letters:

SPECIAL SECTION

Better Business Letters:

WHAT TO WRITE

**A letter is constructed like a building;
Its purpose governs the materials in it**

TEACHERS of general business classes are often faced with the problem of giving a unit on business letter writing. On many occasions they have asked for suggestions to help them in approaching this task. Units may last only a few weeks or days, and their concern, naturally, is to create a unit useful and practical.

Their concern is not without basis. For years teaching materials on business letter writing have stressed a traditional approach to the subject. This is made evident by the emphasis given the "C's" (completeness, conciseness, clearness, courtesy), and the admonition to be simple and direct, while keeping the reader's feelings in mind. Granted, these govern the tone of the letters, and their effectiveness; but they leave little with which to guide the pupil in solving particular letter problems.

This intangible aspect causes many teachers to face the task with misgivings. Actually, however, the writer may approach the task with the same method that a carpenter uses in approaching a construction job.

The type of building that is constructed depends on its purpose. If the carpenter knows the use to which it will be put, he will know that it must contain certain definite structural features peculiar to its use. He would not build an implement shed as he would a residence.

In a like manner, the elements of a letter depend on its purpose. Like a building, if it is to serve its purpose, it must contain certain essential elements of information. The letter's effectiveness will be determined by the presence of such structural elements.

Thus, to write an effective letter, one must first note the purpose of the letter, in order to know its elements—"what to say." After that, it is merely a task of deciding "how to say it."

To illustrate, writing a letter to order an article by mail becomes more feasible to the student if he approaches it with the knowledge that it must contain these elements: (1) an exact description of the goods desired; (2) directions for shipment; and (3) the manner of payment provided. This makes it more practicable for the student to exercise the factors of courtesy, completeness, conciseness, and clarity as applied to these three elements of content, than if he merely writes a letter ordering some goods without any definite guides in mind. For, if his letter—however crudely stated—contains the three elements, it will be a more effective letter than the one that is polished in tone but lacks one of the elements of content.

My experience with students of business correspondence has shown that they gain confidence when using this approach. They are taught to say to themselves: "What is the purpose of this letter—what elements must it contain?" Then: "How shall we state these elements?" Gradually, they acquire the subtle art of effective presentation and the "you" attitude. Even tough letters yield to this approach.

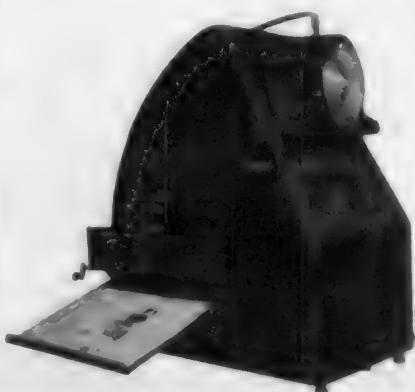
To illustrate, preparing a letter that

tactfully refuses a request is not a simple task. To achieve its purpose, such a letter must contain certain essential elements. These elements are: (1) an opening statement that makes the inquirer feel that his request has been welcome, (2) an explanation of the situation, (3) a refusal of the request (expressed or implied), (4) such constructive suggestions as the reader can make, and (5) a friendly close—usually an offer to be of service when possible.

Students gradually become adept at stating the content of different types of letters. They tend to recognize the applicability of one letter to several problem situations. For instance, they will see the similarity of the letter problem related here to a letter refusing an order for merchandise.

It has been gratifying in recent years to note the appearance of teaching materials with emphasis on this approach. Predictability of success is much greater for those students who are equipped with texts or materials that not only classify business letters as to purpose or type, but also present the essential elements of each particular type.

Use an opaque projector to display the work of students and the actual business letters that the class collects. Students will soon learn to evaluate letters with objectivity.



the case history of a letter problem



THE FOLLOWING PROBLEM has been used to test the ability of students to write a letter refusing a request:

"Answer the letter of Mr. Charles Hudson, a teacher who has written to your company requesting a copy of your correspondence manual. He states that he intends to use the manual in his classes on business letter writing.

"You have received many requests for this manual—so many, in fact, that it has been necessary to establish a charge of \$1.00 merely to cover the costs of printing and mailing. The manual contains 260 pages. The number available for outside distribution is now limited. In your letter to the teacher, take account of the fact that he may not want the manual when he learns of the \$1.00 charge."

To test the effectiveness of the approach discussed here, this problem has been assigned to classes at their first meeting. There was no previous discussion of letter essentials. The letter that follows is neither the worst nor the best of the responses, but it is typical of the first student solutions.

Dear Mr. Hudson:

We are sorry, but we find we must charge you \$1.00 for the correspondence manual you requested. This charge is merely to cover the cost of mailing and printing.

Many people have already requested copies of this 260-page booklet, and the number available for outside distribution is now limited.

If you still want a copy, please

send us \$1.00 and we will mail it to you.

Very truly yours,

After a discussion of the purpose of the letter, the "good will" involved, and the tact necessary in such cases, these elements were written on the board for the class to discuss. With still no consideration of acceptable presentation (the "how to say it") the class was again asked to write a response to the problem. The following letter is a typical response.

Dear Mr. Hudson:

We appreciate your letter in which you requested a copy of our 260-page correspondence manual.

We have received so many requests for this manual it has been necessary to establish a charge of \$1.00, merely to cover the costs of printing and mailing. Therefore we cannot send you the manual free of charge. The number available for outside distribution is now limited.

If you do not wish us to send you the manual under these circumstances, you may be able to borrow a copy from Mr. Harley Smith of the A.B.C. Company in your city. Mr. Smith bought two copies of the manual for use in his office.

Please let us know if you wish to purchase the manual and we will send you one at once.

Very truly yours,

Self-centered ("We") though it may be, the second letter is decidedly more appreciative and helpful in tone than the first.

Some weeks later, after study of effective presentations, the problem was again assigned. By this time the stu-

dents not only had the elements with which to work, they had a good understanding of the materials with which to compose the elements. In short, they not only knew "what to say," they understood "how to say it." The following letter is typical of student response:

Dear Mr. Hudson:

Your interest in our 260-page correspondence manual is appreciated.

A great many teachers and office managers in this area have requested copies of the manual to aid them in their work. In fact, so many requests have been received that it has been necessary to establish a charge of \$1.00 to cover the costs of printing and mailing.

If you should not want us to send you a copy of the manual under these circumstances, it may be that you could borrow a copy from Mr. Harley Smith, of the A.B.C. Company in your city. Mr. Smith recently bought two copies of the manual for use in his office.

The number of copies available for outside distribution is now limited. Please let us know if you wish to purchase the manual, so that it may be sent to you while the supply lasts.

Very truly yours,

Notice the "you" attitude in this letter. There is not a single "we." The writer clearly keeps the reader's feelings in mind. This, of course, is not the only way the letter might have been phrased—but, then, a carpenter is not restricted in the kind of materials he uses.



HOW TO WRITE ONE

A nationwide survey of 2,400 letters reveals some important construction laws for clearer, faster reading

DICK MOUNT, ARIZONA STATE COLLEGE (Tempe)

ARE BUSINESS LETTERS today too heavily loaded with poly-syllabic words? Should businessmen be concerned about the syllabic intensity of letters that go out to their customers? What is the average length of today's business letter? Is "figure intensity" important to the educator or the businessman?

Answers to such questions have been sought by business communication classes at Arizona State College at Tempe, Arizona. A study was made of nearly 2,400 business letters written in 1954 and 1955. These letters were analyzed to discover their length, syllabic intensity, figure and symbol load, spelling errors, and style of closing.

The letters analyzed were composed and dictated in business or professional offices representing a wide variety of large, medium, and small firms throughout the country. Letters of all kinds were collected by students—sales, adjustment, collection, credit, promotion, application, etc. A summary of the student analysis of these 2,380 letters showed interesting results.

There was an expected diversity in letter lengths. The longest letter was a voluminous 835-word sales letter; the shortest was a one-paragraph 16-word message. The average length, 140.4 words, is about a five-minute typing job for the efficient stenographer.

When syllabic intensity is low, it allows fast and easy reading. As this intensity rises, reading becomes slower and more laborious. Most of the train-

ing material in typewriting and shorthand is considered moderately easy for high school and college students. Since it averages about 1.40 in syllabic intensity, this intensity load is probably heavy enough for most readers of business letters. In the survey, the heaviest loaded letter had an intensity of 2.23 syllables per word. It was a two-page, 340-word appeal to housewives to buy kitchen appliances. Probably it would have had more appeal as a one-page letter of simpler words and sentences.

The lowest syllabic intensity of 1.10 was a 129-word letter answering an inquiry about a special retail sale. The average syllabic intensity of all the letters was 1.50—which is probably slightly heavy for the average reader.

Figure intensity was computed by dividing the total number of numbers and symbols used in the letter by the total number of typewritten strokes in the letter. Although there is probably no way to control figure intensity in actual letter composition, it can be of interest to those who prepare material for developing speed and accuracy on the typewriter. The survey showed the heaviest loaded letter to be 2.10 per cent figures and symbols; the lowest had none. The average intensity was .039 per cent.

Report on Letter Closings

The survey also showed that the use of the "truly" closing still seems to be the most popular with business letter writers. It appeared in 1,142 (48 per cent) of the letters. Next in line were

"sincerely," 33.2 per cent; "cordially," 7.2 per cent; "respectfully," 3.4 per cent; no closings, 4.2 per cent; and all others, 4 per cent.

In a comparable study of business letters in 1951, the writer found that "truly" closings were used in 58.2 per cent of the letters, while the "sincerely" closings were 24 per cent of the total. This indicates that the "sincerely" closing has become more popular in the last few years.

Another discovery of the study was the number of words that were misspelled. There is no doubt that most spelling errors are made by the stenographer or the typist who writes the letter. But the dictator must still assume some of the responsibility, because he also overlooked these violations in proofreading the letter before signing it.

Altogether, there were 125 spelling errors in the 2,380 letters, which is about one spelling discrepancy in every twenty letters. This is certainly a large enough percentage to indicate that more care needs to be taken by both stenographer and dictator to eliminate this unpardonable sin in writing letters.

The most troublesome word in the list was *convenient*, which was missed six times; its counterpart, *convenience*, was misspelled four times. Other "toughies" were *separate*, *receive*, *recommend*, *reviewed*, and *there*—each missed four times. Words misspelled on three occasions were: *all right* (erroneously written as one word), *February*, and the adverb, *too*.

Better Business Letters:

HOW TO USE ONE

Give your students the opportunity to construct their own job-application letters

RICHARD C. GERFEN,

NORTHWESTERN UNIVERSITY, EVANSTON, ILLINOIS

THE COLLEGE SENIOR trying to get a job is a salesman—a salesman selling what is to him the most valuable of all commodities: his own services. The business writing teacher can give an important assist to his students by instructing them in how to write an effective letter of application.

The best way to start is to require students to construct a personal data sheet. It should be emphasized that this preliminary data sheet is not a graded assignment, but that its revision will be. The student thus will be motivated to get all the criticism he can.

After the student has analyzed himself, he is ready to analyze the market. Since getting a job is a sales campaign, he should use this scientific approach: (1) compile a mailing list; (2) analyze the prospects and the product; and (3) select the proper sales points to emphasize.

Sit Right Down and Write

Once the student has analyzed the product (himself) and the possible market, he is ready for the most important step of all—approaching the market. In our business writing class we are interested primarily in the application letter. We have little time for dealing with other methods. Somewhere in the job-hunting process, however, most people have to write a letter, anyway.

There are few assignments that arouse more student interest than this application-letter assignment. Students know without being told the value of being able to write a good letter of application.

A world of information has been published on the letter of application. It has been my experience, however, that much of it will lead a student

down dangerous bypaths. The application letter pictures the applicant's ability to do a specific job that the employer wants done. To paraphrase a model letter is likely to be impractical. The applicant is a unique personality—the model was designed for Mr. Everyman. How can it possibly give a distinctive picture? For example, take this letter opening. It represents an opening often used in texts and pamphlets:

Dear Sir:

Please accept my application for the job of order clerk, which was advertised in Sunday's Tribune. I believe that my training . . . has prepared me to handle the job satisfactorily. To give you detailed information . . . I am enclosing a personal folder that outlines the necessary facts.

This opening is questionable on several counts. First, why advertise the obvious fact that it is an application letter? Does a sales letter begin: Please consider this a sales letter? Thousands of job-seekers employ stereotyped openings like this, to the point of boredom.

Before we examine a better opening, we might ask ourselves: what should the opening paragraph do? If it is to be truly a sales letter, shouldn't it reflect the reader's needs? What better way to attract his attention than a concrete reference to his requirements? Shouldn't it also reflect the writer's abilities? Preferably it should do both.

Another major requisite of the opening is that it not only hold the reader's favorable attention, but also offer a smooth and direct lead to the heart of the letter. Consider the following example taken from a manual developed by William P. Boyd, of the University

Absence, accommodate, altogether, business, conscious, their, and Phoenix were misspelled twice each.

From this analysis of business letters we may draw the following conclusions:

1. The letter writer has little control over the figure intensity of his letters—figures and symbols have to be used when conveying certain information to the reader. But figure intensity can be an important consideration when preparing training materials for building typing efficiency.

2. Business firms can and should control the syllabic intensity of their business letters. If a reduced intensity will make easier reading and understanding, then a simplified vocabulary will pay dividends. Most business letters will be more effective if they are reasonably close to 1.40 in syllabic intensity.

3. The average-length letter is about 140 words, which means that writers are getting better results from less-than-one-page letters than from multi-page letters.

4. The trend of business letter writers is to use more and more the "sincerely" and "cordially" closings; but the "truly" closings are still the most popular.

5. Errors in spelling are extremely flagrant in letter writing. Both dictators and stenographers should be certain that their letters have no spelling errors. Apparently more emphasis on proper spelling is needed in both high schools and colleges—particularly in training typists and stenographers.

of Texas. Doesn't it do a better job?

Has the increasing complexity of governmental regulation made you wish for a combination lawyer and accountant to be part of your own staff?

Or another example—this opening paragraph is taken from a letter used successfully by one of our graduates:

How many of your cost accountants know what a "10-megohm resistor" or a "2-mike condenser" is? And how many of your engineers know the difference between job costs and process costs?

We can give our students some practical help in meeting the competition of the job mart if we will but teach them to avoid the common pitfalls. For example, this sentence, or some variant, is frequently used in application letters:

To give you more detailed information, I am enclosing a data sheet that outlines my qualifications.

Why belabor the obvious? Actually, the data sheet is a sales enclosure. Referring to it effectively involves more than just saying it's there. The reader-conscious writer will do something like this:

As shown on the attached data sheet, copy writing has been emphasized in my many advertising courses . . .

How can we best teach our students to write letters that will do justice to their abilities? The only way, really, is to have them write—and rewrite—such letters. And these letters should be ruthlessly criticized. You aren't doing Johnny a favor if you go easy on his poor effort.

How to make the writing assignment realistic and meaningful is always a problem. But I believe that the assignments described in the following paragraphs work out quite well.

First of all, I classify letters of application into two types—the solicited letter and the unsolicited letter. I have the students write one of each type.

The Solicited Letter

We usually begin with the solicited letter. Before giving the class the actual writing assignment, we discuss the data sheets. Since the students have already constructed these sheets, we can concentrate on an effective presentation of qualifications. This part of the process usually can be covered in one class session. We spend another

session discussing the general principles of writing an effective application. Of course, the students are given reading assignments for background preparation.

The group is then given the first assignment. I have found the following problem quite successful:

"Assume that you are a graduate of Northwestern, and assume, realistically, the qualifications you will have after graduating. Clip an advertisement from the Sunday newspaper or some other source (such as a trade journal) that seems to offer the type of work you wish to do. Write a two-part letter of application."

The day this assignment is due, a large bulletin-board display of good letters is brought to the classroom. In addition, the students are given mimeographed check lists to help them evaluate their letters. They work in small groups, the members of which evaluate each other's letters in terms of the criteria they have available. The criticized letters are then rewritten and turned in at the next session for an evaluation by the instructor.

An effective variation of this assignment can be used if the class is composed of students who can be grouped into definite fields of specialization. For example, let ten accounting majors find an ad that seems attractive to all of them. The ten then apply for the job offered in this ad. The class decides whether any of these letters would win an interview in a competition of perhaps one hundred letters.

The Prospecting Letter

The unsolicited letter is not written until the revised copy of the solicited letter has been returned with the instructor's comments. This assignment requires the student to include with his letter a mailing list and an analysis of the specific company to which he is sending the letter. In other words, he is expected to work through the complete cycle of the job-getting process: self-analysis, market analysis, and sales approach.

These assignments may, of course, be varied. The instructor will be influenced by his own inclinations, the school situation, the time available, and the facilities available. In any case, the instructor should use methods that emphasize self-analysis and self-criticism. This should insure that the student learns a sound technique for job-seeking by mail.



DO YOUR STUDENTS look either to you or to the text for directions before typing a letter? Or do you let them make some of their own decisions?

While it is true that, during the first quarter of letter typing, rather complete guidance and standardization is needed, increasing provision should be made in advanced classes for student selection of letter style, placement, and spacing.

Perhaps your immediate reaction is: students do poorly enough in letter projects, even with complete instruction; how much worse it will be if we allow them such liberties.

When students are first asked to "guesstimate" the length of writing line for a letter or to set equal margins without counting exact spaces, they misjudge. But it is precisely because they have difficulty when they do not have an example or placement chart, that more exercises should be provided without dependence on such crutches. Too many of us, I fear, force on our students an artificial reliance on the teacher, the textbook, and the chart. Later, away from the classroom and without such aids, the student must depend on his own judgment. Because good judgment develops slowly, we can do our students no better service than to provide opportunities for them to exercise some independence in their letter typing.

How is this accomplished? By permitting the student to select the letter style, the length of the writing line,

Better Business Letters:

HOW TO TYPE ONE

The "architect" and "carpenter" produces a class letter both attractive and perfect

MARY MARKOSIAN, UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH

and the spacing as guided by reason and judgment only.

Students may remember the terms for the various letter styles (block, modified block, indented, etc.) but seldom know which one of these styles is to be preferred in a given instance.

What factors should be considered in the selection of style?

In certain types of Federal employment and in some of the major industries, office manuals prescribe the general letter style, with some flexibility allowed in the placement of certain "extras," such as the postscript, dictator's title, and carbon-copy notation. In thousands of offices, however, no such general procedures have been established, and it becomes the responsibility of the typist to decide on letter style. Such a decision should consider the following: the length of the letter, the characteristics of the parts of the letter (*e.g.* the number and length of lines in the inside address); the nature of the body of the letter (tabular material, lists, etc.); and the number of "extras" in a letter (attention line, subject line, postscript, carbon-copy notation).

An average-sized letter characterized by an uncomplicated address, body, and close will look equally well in any of the letter styles. It is the "extras" that make one style more suitable than another. Have your students type a letter containing many of the "extras" in the indented, the full block, and the modified-block styles. Let them decide which one

does the most for the appearance of the letter. They will see that a complicated letter is not easily typed in the indented style; a modified-block style might be preferable. If the students are asked to type a short letter with short lines in the inside address and close, they will appreciate the improvement that the indented style can make on the letter's appearance. It will make the letter look longer and more filled out. They might also see that a short letter does not always look best in the indented style, that long lines in the inside address and close would make a different style preferable.

This type of classroom activity promotes student analysis rather than blind adherence. It releases the student for critical evaluation.

Length of Writing Line

Most typists and stenographers decide on the margins for their letters by "sight" rather than by the use of charts. They do not take the time to count or estimate the number of words. Because this is a general practice, students should be given opportunities to develop judgment in matching the writing line with the length of the letter.

Begin by asking the students to set equal margins by sight. Let them test their judgment by typing two or three lines. Allow time for adjustment, if required; then have the students re-type the lines. Do this several times for margins of approximately one inch

and two inches. Results will improve. Allow the students to apply this guessing of margins to short, medium, and long letters. During the first few weeks, do not grade letters critically. As more practice is provided, set higher standards of performance.

Spacing the Elements

There has been a tendency toward unusual rigidity in spacing the various elements of a letter, particularly the closing ones. Too much retyping of letters (or lower grades on office projects) are given because more than four spaces were allowed for a signature, because identifying initials were typed at the left margin opposite the dictator's name rather than a double space below it, or because the reference initials and enclosure notation were single spaced. Flexibility in the number of spaces among these elements can make the difference between a balanced letter and a poorly spaced one. Students should be taught that there is no single correct way of spacing elements. The determining factor should be over-all balance, without crowding or gaps of space.

Encouraging and providing opportunities for these flexibilities does not assume an accompanying lowering of standards. Students must still be expected to demonstrate improvement. It merely means that office-type problems are presented in a realistic, practical way, not an artificial, rigid way that makes students puppets rather than thinking individuals.



HOW TO TEACH



TRANSCRIPTION



Mr. J. T. Brown
917 Main Street
Knoxville 16, Tennessee

Dear Mr. Brown:

On March 12, an authority on public speaking will address our club, and will stress particularly the basic rules of speaking before small groups. The importance of public speaking is already well-known to all salesmen, and I am sure you would benefit from the talk.

When I tell you that the speaker is Clyde Ransom, I know you will try to make your plans to attend the meeting. As you know Mr. Ransom has written many widely-read books on selling.

Tickets for this meeting will be on sale after February 6 but members of our club may get theirs after February 1. If you wish, you may order your tickets by mail, and enclose a check with your order.

Sincerely yours,

Sam Smith
President

ss-ed

2. Teaching PUNCTUATION in Transcription

ELISE DAVIS

University of Tennessee, Knoxville

MANY STUDIES of transcribed letters indicate that punctuation errors outrank in frequency of occurrence every other type of error, but no shorthand teacher needs scientific research to emphasize the fact that punctuation is an important problem in the teaching of transcription.

Most of us agree that the ultimate objective in the shorthand course is transcription of mailable copy at a reasonable rate; however, "mailable copy" and "reasonable rate" are not clearly defined terms. Correct punctuation is certainly necessary for mailable copy, and that phase of transcription will be discussed in this article.

To begin with a specific case, how would you mark this letter (left) if it were transcribed in your shorthand class? According to your definition of mailable copy, is it mailable or not?

You may reason that, although there are seven punctuation errors, some businessmen would sign the letter; you may decide that an "M" (mailable) on the letter would give a particular student the encouragement he needs; or, you may classify the letter as neither the best nor the worst in the class and, therefore, put on it a grade of "C." The fact remains, however, that the letter is not correctly punctuated. It seems to me that a grading system in which marks on each letter must be determined subjectively, on the basis of the "judgment" of the teacher, involves too much responsibility for the teacher and too little understanding of the grading system on the part of the student. Any one of the seven errors would now keep the coveted "M" off the letter in my own shorthand class.

About ten years ago, I began the development of an organized method of teaching punctuation in transcription here at the University of Tennessee. It is based on these four assumptions:

- The student has at some time been taught punctuation in English classes. Some of it has been forgotten because writing themes does not require the inclusion of all marks of punctuation; therefore, a planned review is needed in the shorthand class.
- The teacher knows correct punctuation; therefore, an "M" on a letter implies that he thinks a businessman would sign it.

• Many businessmen are very exacting; others are not. It is impossible for the teacher to know what type of employer each student will have.

• The student accepts the teacher's grade as an indication of accomplishment. The grade on transcription should be an objective and consistent measure of mailable copy. Marking an incorrectly punctuated letter "M" gives the student an erroneous idea of his achievement.

I decided, therefore, to mark "M" only on letters that had no punctuation errors.

In developing a plan, these questions must be considered:

When should punctuation be stressed in transcription?

It seems desirable to begin this emphasis when machine transcription is begun, preferably when the student is able to take sustained dictation on new material for a three- or five-minute period at 60 to 80 words a

minute. However, in a school with only one year of shorthand, the transcription of mailable letters should begin at least six weeks before the close of the spring term. If you have three semesters, mailable letters might be deferred until the third semester.

How should the review be organized?

The review should be based, I think, on definite long- and short-term goals, with definite objectives for each goal; it should proceed from the simple to the complex; it should provide for teaching, testing, and remedial work; and it should be continuous and cumulative.

What materials should be used?

Best results in my classes have come from dictation material that contains only the punctuation being emphasized at a particular time and that which has been reviewed.

Specifically, here is the teaching procedure used when the emphasis on punctuation is begun:

First Day. Each student is given a mimeographed sheet with four rules of punctuation, simply stated and illustrated. Today Rules 1 and 2 are taught.

COMMA:

1. After an *introductory subordinate clause*:

If you will buy your fur coat now, you will have first choice.

(You will have first choice if you will buy your fur coat now. No comma.)

As you know from past experience, we always give prompt service. As you know, we always give prompt service.

Because you realize the importance of this policy, you will want to co-operate with us in its enforcement.

When you arrived at the office, the committee was already in session.

Although the discount period had expired, you deducted the discount from your remittance.

2. Before the conjunction in a compound sentence. (In a compound sentence, the *subject and verb are expressed in each clause*.)

I have spent most of my life in Tennessee, and I believe that is the territory I can handle best.

(I have spent most of my life in

Tennessee and believe that is the territory I can handle best. No punctuation.)

The business manager cannot assume all duties of the department, but he will be responsible for the correspondence.

(The business manager cannot assume all duties of the department but will be responsible for the correspondence.)

You may take your vacation in several short periods, or you may take the entire two weeks at one time.

(You may take your vacation in several short periods or the entire two weeks at one time.)

We read the rules and illustrations together. Students are told that the letters to be dictated for the next two days will contain only the punctuation in Rules 1 and 2; *no other punctuation is to be added*. Any deviation from the rule or any addition of other punctuation makes the letter unmailable. Letters given for practice are packed with these two uses of the comma, frequently at the expense of unity and coherence. For instance, here is a typical "practice" letter:

Dear Mr. Jones:

Last week I attended a meeting of the heads of departments, and I was asked to tell you about some of the decisions that were made. In order that you may have the information quickly, I am sending a short memo to each supervisor now. I shall write a detailed report later and send you several copies. You may wish to post one on the bulletin board, or you may prefer to call a meeting of the men in your department. When you decide, please let me know how you are going to handle the matter.

On April 1 a meeting of the supervisors is scheduled in my office. Please write or telephone me if that is not a satisfactory time for you. I can have the meeting just as easily on April 15 or put it off till next month.

Very truly yours,

Two such letters are dictated, read back, and punctuated orally. Punctuation is never dictated. The letters are transcribed in class and, as a letter is finished by a student, I go to his desk and read it. If it is mailable (no errors), an "M" is put on the letter; otherwise, we discuss the error to be sure it is understood.

(Continued on page 14)



Left: Comptometer salesman Robert N. Pitner visits GSCW.

YOUR MACHINES

YOUR LOCAL office-machines salesmen always welcome an invitation to visit your classroom. Their knowledge and services can be of real interest and value to both you and your students, so why not make plans to invite them? If you have recording and transcribing equipment, you might have one student dictate a letter of invitation, then let another transcribe and mail it. Still another student might want to learn something of the background of the salesman's firm, in order to prepare for his visit.

For purposes of demonstrating a machine to a class, who is better equipped than a salesman of that machine? After a demonstration, he will be willing to answer questions, and is likely to work up a pleasant give-and-

take atmosphere. And, don't forget that students enjoy personal contact with business people.

Before he goes, a salesman may request permission to leave his machine in your classroom for a week or two. This will give students an opportunity to learn to operate the machine under your supervision. Some office-machines companies encourage salesmen to provide as many as twelve demonstrator machines for a classroom and leave them there for periods ranging from one to six weeks.

In addition to providing service through salesmen, many office-machines manufacturers have established educational divisions. Their educational directors frequently offer service "extras."

YOUR MACHINES SALESMAN CAN PROVIDE:

- Demonstration of the latest models and styles in office machines
- Demonstrator machines for classroom use
- Information on new techniques and short cuts in machine operation
- Instruction books and other literature for specific machines
- Names of local users of the machines
- Leads for employment possibilities in the machine operation field



Above: Pitner demonstrates dictation machine to part of office machines class, then to entire class (author at right).

SALESMAN CAN HELP YOU TEACH

JOSEPH F. SPECHT



Monroe salesman Robert Oden presents adding machine proficiency award to student Romona Johnson.



GSCW students make recordings on Edison dictation machine left by salesman for students practice.

You can eliminate
psychological handicaps
for typing students by . . .

BRIDGING THE GAP TO TABULATION

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TOO OFTEN, teachers who are introducing the tabulation unit to their typewriting classes expect students to grasp quickly the typing of unrelated words and numbers, figuring of tab stops, centering of headings, and knowledge of tabulating forms and styles. As a result, even the better students often become discouraged and regard tabulation as one of the evils of typing.

Tabulating can be fun for you and your students if you approach it in the same easy manner as you do the keyboard during the first days of typing. Your teaching will be more productive if you enable the student to bridge the gap between his typing of straight copy, with its smooth flow of thought, and his typing of tabulated copy, which is usually quite the opposite. This can be done by presenting the new material in small, easy steps supported by a light, fresh approach.

Your students already make use of the tab bar, the tab set key, and the tab clear key for indenting paragraphs. Before teaching any new material, have them review these machine parts until they are at home with them.

A manipulation drill like the one that follows will send your students off to a good start. Present the drill orally (several times, faster each time), instructing your students to perform the various machine operations as quickly as they can.

INSTRUCTIONS:

Perform the following tabulation operations:

- Set tab stops at 30, 35, 40, 45, 50, and 55.
- Clear tab stops set at 35, 45, and 55.
- Check to see if tab stops remain at 30, 40, and 50.
- Clear remaining tab stops in a single operation.
- Set tab stops at 24, 29, 36, 41, and 48.
- Clear tab stops set at 24 and 29 in a single operation.
- Clear tab stop set at 41.
- Check to see if tab stops are now set at 36 and 48.
- Clear all tab stops.

During the first period of the tabulating unit, your students should concentrate primarily on developing the proper timing in the operation of the tab bar and the carriage return. Do not include the additional problem of typing unrelated tabular copy, but continue to use related straight-copy

material in the initial stages. Familiar sentences allow the student to hold a phrase in his head while he concentrates on the machine manipulation. Tabulating thus becomes easy, smooth, and rapid.

The only new operation your students experience during the first period of tabulating is the stroking of the tabulator bar and the operating of the carriage-return lever after each word rather than the stroking of the space bar. If your students are inclined to tabulate one column at a time, the sentence-tabulating approach will avoid the problem—the meaning of the sentence pulls them across the page from left to right.

Be sure to have easy, familiar material for your first tabulation lesson. Any simple sentence can be transferred into a tabulation problem. One drill you might use is this:

INSTRUCTIONS:

- Insert your paper with the left edge at "0."
- Clear all tab stops.
- Set left margin at 38 and a tab stop at 59 for elite type.
- Set left margin at 30 and a tab stop at 50 for pica type.

Now	is
the	time
for	all
good	men
to	come
to	the
aid	of
their	party

No mention should be made at this time about centering of materials, either horizontally or vertically. This should come later, as the more difficult aspects of tabulation become important. You should, however, pre-plan the location of each tab stop and announce the settings as a part of your instruction so that your students' typewritten copies will be nicely centered. This will give the class members a feeling of accomplishment and an appreciation of well-balanced tabulated copy.

As your students progress, you may want to determine their tabulating speed. You can accomplish this easily by using sentences counted off in five-stroke words.

You might later have your students set two prefigured tab stops and type the same material in three columns. You may then want them to proceed to four and five columns as they attain greater proficiency in manipulat-

ing the tabulator bar and the carriage-return lever.

When you feel that your students have acceptable control of the tabulating mechanism, you may introduce simple figures into the tabulating copy. This, too, can be done in context and will be relaxing for them.

If you mentally tabulate the drill that follows as fast as you can, you will notice the thought flow in the material. You can easily devise a similar drill for your classes.

INSTRUCTIONS:

- Insert your paper with the left edge at "0."

- Clear all tab stops.
- Set left margin at 35 and tab stops at 46 and 63 for elite type.
- Set left margin at 26 and tab stops at 37 and 54 for pica type.

1	of	our
8	players	went
4	all	of
6	months	with
2	black	eyes

Introductory tabulator drills should remain in your active file for use as warm-up exercises on those days when your students will be confronted with more advanced tabulation problems as

a part of the day's lesson. When used as warm-ups, these drills will quickly help your students review the tabulating mechanism, regain tabulating speed, and restore confidence.

When you have eased your class into tabulating, you will want to proceed to the teaching of its more advanced aspects. Teaching will now be easier, because your students have control of the machine parts and will be better able to concentrate on the problems at hand. Continue to have your students strive for rapid machine manipulation, which builds confidence and increases production.

Pointers on Room Atmosphere

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EVERY CLASSROOM has an atmosphere that speaks for itself—either positively or negatively. It can't be ignored.

Students are literally drawn to some courses on the basis of the equipment they see in the classroom. Visiting administrators and supervisors are immediately impressed.

Many factors contribute to room atmosphere—even the physical construction of the room itself and the enthusiasm of the teacher. Here, we shall limit the discussion to bulletin-board and table-display materials as a basis for building atmosphere. Bulletin boards lend themselves to arrangement of materials in a permanent display form, mainly as an attention-getting device; table displays include heavier objects not suitable for tacking to a bulletin board, as well as materials that lend themselves to removal for reading and study.

Admittedly, we often forget or reject ideas that we encounter at conventions or workshops; but occasionally we catch a "gem" that seems to be so applicable we cannot ignore it. At some meeting, I heard this statement, which applies to room atmosphere:

"We have a tendency to underestimate students intellectually and overestimate their experience."

Particularly are we guilty of referring to things that have become com-

monplace in our backgrounds as if they were universally known. Often this is not so. Do not be afraid of making exhibits and displays too simple. Students are interested in things they can associate with some past or present experience.

On the other hand, the display should include something of challenge. In the process of reviewing what is already known, we must enrich students' experience by providing a new method of use, a striking variation, or, at least, supplementary information. One common practice for attracting interest is to begin with a display of known materials, but extend the educational experience by means of succeeding exhibits—use a series of displays, in other words.

Let Students Do the Work

The display should not be the work of the teacher. This requirement should recommend such projects to teachers who would be ready to shout instantly, "Don't talk to me about room atmosphere—or anything else—if it means more work for me!"

Students are no different from the rest of us—everyone is interested mainly in the things in which he participates. If we were to invade a group of students clustering around a bulletin board, we would probably find at the center a student happily pointing out the part he prepared or, at least, suggested.

There is always the problem that some of the group may not be talented

in preparing, collecting, or arranging materials; but they are just as proud of their endeavors as the more talented ones and should have a chance to help. Materials are easy to secure, especially in the basic business field. The telephone, telegraph, life insurance, loan, and various other companies have a wealth of free materials—yours for the asking.

Keep the display current. How far would the corner paperboy get by selling yesterday's paper? Students don't want to look at something that was up last week or that pertains to a unit they studied a month ago. On the other hand, they are delighted to find, for instance, a display of various kinds of endorsements when they are the subject of today's homework assignment.

Keep the display unified. If it becomes cluttered with unrelated materials, the true significance of the project may be lost. Often, when we discover the loads of material available, we have a tendency to display everything. Only those exhibits that are actually a vital part of the current discussion warrant a place in the display. Do not try to cover too broad a scope at one time; it's better to divide some topics, such as banking, into several headings and change the displays as the various units are studied.

Yes, room atmosphere speaks for itself—almost to the point of telling a sensitive spectator how much a teacher's students are learning.

AUTOMATION AND BUSINESS EDUCATION

3. *The employment outlook*

JORDAN HALE, Girls High School, Brooklyn, N.Y.

A DISCUSSION of automation inevitably involves a consideration of its possible effects on employment. The purpose of the remarks that follow is not to present solutions but to encourage thinking on a vitally important subject that will be receiving more and more attention as the trend toward automation is accelerated.

Business and industry view automation as a means of raising the American standard of living even higher by producing more goods of better quality at lower cost with less work in less time at a greater profit. Not only do proponents of automation minimize the threat to employment, but they consider the prospect of more jobs and a greater labor force a certainty. They further point out that the claim that an improved and expanding technology causes unemployment is completely disproved in view of the fact that the American economy has created approximately nine million new jobs since World War II, enough to absorb the nine million persons of working age who have entered the labor market during this period.

How Employment Increases

For instance, the number of telephone operators has increased by 159,000, or 79 per cent, from 1940 to 1950, despite the fact that when dial phones were first used, there was one employee for every 40 phones, whereas today there is one for every 70. The increased use of business machines and electronic brains has not decreased the number of accountants, as some alarmists have feared. Instead, the 1950 census shows 71 per cent more accountants and auditors gainfully employed than ten years before. The automobile industry has been automating as rapidly as possible; yet employment in this industry has doubled in the past fourteen years.

General Motors alone now employs more workers than the entire auto industry did in 1939.

Management experts assert that the fear that automation will cause unemployment is based on the faulty assumption that society has only a fixed number of things to be done or a limited variety of products and services it can use, and that productive power in excess of this need must inevitably remain idle. If this premise were correct, it would, of course, be a simple matter to calculate just how many people would be thrown out of work by the installation of labor-saving equipment. In actuality, however, there is practically no limit, on a nationwide basis, to what the country needs or can use. One-third of our population—more than fifty million people—still live close to a mere subsistence level. At present, the need for necessities, homes, schools, highways, hospitals, and semiluxury goods is, for practical purposes, limitless. In addition, the increased productivity of labor may also be enjoyed in the form of lower prices or decreased hours of work. Thus, our standard of living continues to rise steadily as productivity increases. George Soulé, the noted economist, in an interesting new book, *Time for Living*, foresees an annual income of \$25,000 per family before the year 2025 if the present increased rate of productivity continues at a compound interest rate. Moreover, since 1913, the average hourly earnings of factory employees have increased by 746 per cent while industrial prices have increased by only 132 per cent. And, the standard work week has decreased from sixty hours or more to forty hours or less.

John M. Convery, an employee-relations spokesman for the National Association of Manufacturers, admits that automation will cause certain em-

ployment dislocations. He acknowledges management's responsibility for transferring and training men who are replaced by machines so as to cushion the employee's adjustment to the new conditions. In the event that a discharge is unavoidable, maximum advance notice, personal assistance in finding employment elsewhere, and dismissal compensation, he states, may be very much in order.

The Other Side

On the other hand, Marshall G. Munce, also of NAM, points out that one recent authoritative study of the industries "ripe for automation" in the near future indicates that their employment accounts for only 8 per cent of the total labor force. Furthermore, the same study estimates that not more than 50 per cent of the persons now employed in those industries will be displaced over the next twenty years, indicating that the re-allocation problem arising out of automation will involve about 2,500,000 jobs over a twenty-year period. This is hardly alarming when we recall that as great a shift was accomplished in four years, with very little difficulty, during the reconversion period following the World War II peak. From the peak in 1943, manufacturing employment declined about 2,500,000 by 1947, while employment in the trade and service fields grew by about the same amount.

Furthermore, the labor force is continually "reallocating" itself to an extent not generally realized. In manufacturing, in typical prosperous years, the number of persons who voluntarily quit their jobs *each month* runs at over 2 per cent of the labor force—in other words, in the course of one year the total number of "quits" is equal to about one-quarter of the total number of jobs. Most of

the people who leave jobs voluntarily move quickly to other fields of endeavor. Even more impressive is the extent to which our labor force, including both employed and unemployed, is in a continuous state of flux. The Census Bureau statistics indicate that, on the average, over 6,000,000 people make the transition, one way or the other, into or out of the labor force, from one month to the next. This is in addition to millions of other persons who make some change in their status *within the labor force* each month. All together, more than 8,000,000 changes occur each month.

In this setting, then, if management's claims are correct, even where laborsaving methods bring about a reduction of employment in industry, very often no particular individual will lose his job as a result. Each month, in the normal course of events, a considerable number of employees die, or retire, or leave voluntarily. By not replacing these people as they depart, management will allow reallocation to occur by attrition alone; and, since the conversion of an industry to a new technology as complex as automation takes place gradually in most instances, this process of attrition should take care of most situations where reallocation is needed. It would seem that the key to the impact of automation on employment is, therefore, the rate of speed at which it is introduced.

Emergency Measure

The relationship of employment to population must also be considered. A recent editorial in *Life* says that "By 1975 almost half of all the workers will be over forty, at a time when many economists believe there will be a chronic labor shortage." Many writers have developed the theme that, without the help of automation, our labor force by 1965 will be too small to enable us to maintain and raise our standard of living. For instance, Don G. Mitchell, of Sylvania Electric Products Company, testifying late in 1955 before a Joint Congressional Committee considering the question of Automation and Technological Change, stated: "I not only do not even remotely fear that mechanization or automation will cause unemployment, but I am concerned about the strong probability of a labor shortage in the years ahead unless the rate of mechanization is increased."

The present high birth rates and low death rates are pushing our population to record levels, at an increased rate that has been variously estimated to be anywhere from 50 to 100 per cent faster than the growth in our work force. And this is at precisely the same time that the growth of our labor force is being retarded both by the low birth rates of the 1930's and by our insistence today that young people stay in school longer and older people retire earlier. A population analysis concluded by the National Industrial Conference Board last December shows that the number of dependents (defined as persons less than 18 years old and over 65) per 100 producers rose from 60 to 73 persons between 1940 and 1955. Thus, the output per employee and his machine will apparently have to grow substantially just to *maintain* our standard of living. If we want to *increase* it by the same rate as we did in the 1940's, the combined output of the average employee and his machine may have to go up by some-

to employment are of any value, then Larson's predictions may very well come true and the installation of automation on a large scale *will* result in an ever-increasing volume of production and services together with a shorter work week and a higher standard of living. This is also the future envisaged by Dr. James Killian, president of the Massachusetts Institute of Technology, where much of the conceptual thinking and planning underlying automation has been done.

Some Foresee Stability

Some experts believe that the very nature of automation, with its emphasis on mass production and mass markets and its need for enormous concentrations of capital and equipment will, of necessity, introduce a new stability into the American economy by eliminating seasonal fluctuations and unemployment, thereby providing, in effect, a guaranteed annual wage by means of guaranteed annual production. John Diebold, one of the country's leading automation consultants, expressed the idea as follows before the Joint Congressional Committee: "Automation implies a decrease in direct labor and an increase in capital costs. Traditionally, when in depressed circumstances, firms have tended to maintain prices and decrease production—and consequently employment. In an automated firm, however, with the consequent decrease in direct labor and increase in capital costs (which must be carried regardless of the level of output), adjustment may very well be different. The advantages of labor layoffs will be less apparent, and output will more likely be maintained, because of fixed capital charges. As a result, changes in demand will, in all likelihood, affect prices rather than output and employment. Thus, greater stability of employment is seen to be a likely consequence of automation."

It will certainly take a great deal of labor to make, repair, and service the expensive, complicated, and intricate types of new machinery and control systems. As a matter of fact, it is estimated that automation itself is now a three-billion-dollar industry, with over a thousand companies engaged in producing control systems and components; and it is estimated that by 1960 the volume will expand to ten billion dollars. Developments in electronics, according to R. J. Cordiner, president of General Electric, have been major reasons for his

Editor's Note: *The first three articles of this series do not relate automation directly to business education. Because of the overwhelming impact of automation on business, some readers may gain the impression that its effects on business education are bound to be unfavorable. In the last two installments, however, (April and May issues), the author will give his reasons for feeling that any such fears are groundless.*

things like 40 to 50 per cent over all in the next ten years, as compared with an estimated 21 per cent increase during the 1940's, when our work force and our population were in a more normal balance. The ever-increasing use of automation will be the only—and the most desirable—means of effecting such an increase in worker productivity.

Arthur Larson, Under-Secretary of Labor, in a recent interview in *Nation's Business*, says he believes that "We have every reason to expect that improvements in technology will result in increased employment, higher standards of living, and a better life for everybody."

If historical precedents in regard to technological progress and its relation

company's employment of more than 70,000 persons today on products not known in 1939. The jobs created by this new industry may not necessarily account for the entire employment offset, but the increased volume of production should create a need for more goods and services elsewhere. In the words of Mr. Larson, "The more cars you make, the more cars you have to wash, go to speak."

Organized labor, on the other hand, points out that business has a vested interest in assuring an anxious public that the new technology will not cause major employment disturbances; for, otherwise, government and unions might feel constrained to interfere. As a matter of fact, union leaders were among the first to call for a Congressional investigation of the new technology, an investigation that was subsequently held last October. Union leaders further claim that the things automated equipment manufacturers and users tell each other in private about labor displacement and lower labor costs are not the same things they tell the public.

Labor views automation with alarm, contending that it will result in mass unemployment unless its benefits are distributed equitably, in the form of higher wages stemming from the worker's increased productivity and a reduction in working hours designed to maintain employment at the highest possible levels. Only by raising wages and maintaining employment will business and industry make it possible for the public to buy back all the goods and services being produced in ever-increasing volume.

Problems Seen by Labor

In addition to its concern with employment levels, wages, and hours labor is also vitally interested in these problems arising from the introduction of automated equipment:

- The necessity for retraining workers, both young and old, who lose their jobs. Is it too difficult to retrain older workers, and are companies reluctant to do so because of the comparatively reduced return?
 - Seniority rights of displaced workers, and preferential hiring.

- The reclassification of jobs and wage structures, and the possibility of jurisdictional issues among unions.

- Adequate separation pay and unemployment benefits for displaced workers.

- Sectional or geographic unemployment. For the first time, the decision to locate a new factory in a certain place is not dependent on the availability of a large labor supply. In addition, it might frequently be economically advisable for management to build a new automatic factory in a new location rather than to convert an existing facility to automation.

- Relocation allowances to assist workers and their families in moving to the locations of new job opportunities.
 - The maintenance and strengthening of collective bargaining procedures to strengthen labor in its fight for higher living standards.
 - Its effect on the range of jobs for which women are qualified.

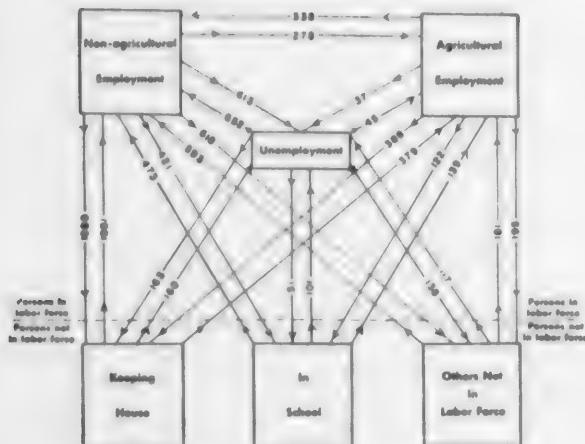
Labor does not believe that technological advancement automatically insures a higher standard of living for

LABOR IN U.S. ECONOMY

(Charts from National Association of Manufacturers)

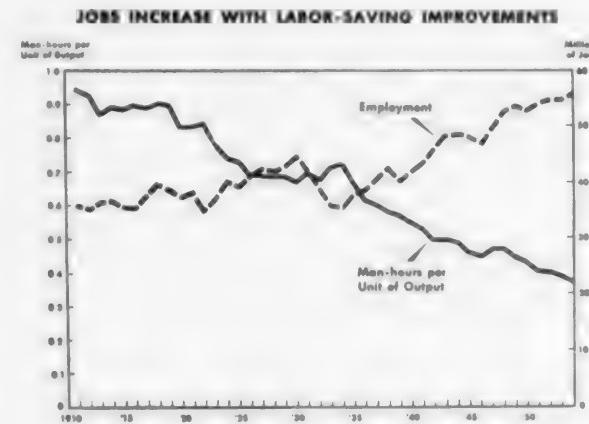
MILLIONS OF JOB CHANGES EVERY MONTH

TYPICAL MONTHLY CHANGES IN LABOR FORCE STATUS
AVERAGE CHANGE FROM ONE MONTH TO THE NEXT, DURING THE YEAR, 1932
 (Thousands of persons)

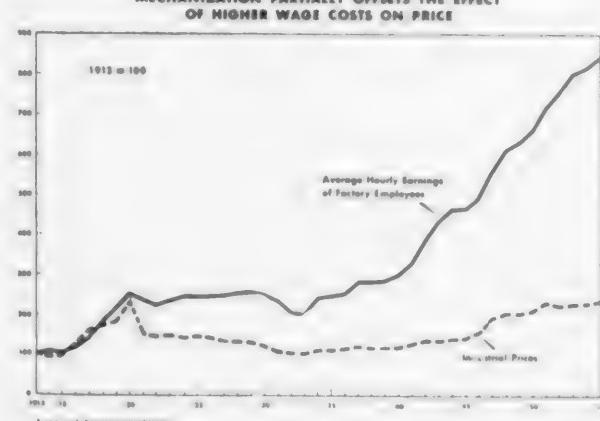


SUMMARY OF MONTHLY CHANGES	
Total number of shifts in status, as indicated above	6,333,000
Number of persons entering labor force	3,192,000
Number of persons leaving labor force	3,174,000

Journal of Health Politics, Policy and Law



Source Man hours per unit is the inverse of data published by staff of the Joint Committee on the Economic Report. Employment (excluding government) is a tabbed series from data published by government, National Industrial Conference Board and National Bureau of Economic Research.



everyone. To be sure, automation may provide the *means* for such a higher standard, but workers can improve themselves only through strong unions bargaining with management across the table and by political action. Labor will benefit from automation in direct proportion to its ability to enforce its demands for an equitable share of automation's benefits; management will surrender nothing of its own accord.

The following "parable" presents two attitudes dramatically. UAW President Walter Reuther was being shown through the Ford Motor plant in Cleveland recently. A company official proudly pointed to some new automatically controlled machines and asked Reuther: "How are you going to collect union dues from these guys?" Reuther replied: "How are you going to get them to buy Fords?"

According to Jack Conroy, chairman of the UAW-CIO Committee on Automation, unions do *not* oppose automation; they welcome better tools that will take the danger and drudgery out of work. What they do oppose is the bland, irresponsible use of these new tools. Management has a responsibility to introduce this new technology in a manner that will minimize disruptive consequences. It must time automation installations to coincide with expanding needs for the products. It must be certain that all decisions to institute new methods are socially responsible and take into consideration the welfare of the workers affected.

Care Necessary

For instance, under the guaranteed annual wage plan, management would tend to avoid the introduction of automation when major layoffs would result. The introduction of new and more efficient equipment would more likely be geared to periods of expanding markets when other jobs would be available for the workers displaced by new machinery. Similarly, the guaranteed annual wage would tend to insure that new and more efficient plants are located reasonably near the obsolete ones so as to avoid mass layoffs of workers in existing plants. The plan would also serve to cushion the shock of layoffs by giving displaced workers up to a year to find jobs in keeping with their experience and abilities or to enable them to undertake retraining for new and better jobs made possible by the new technology.

To the individual displaced by automation, the loss of his job is critical. The worker who is laid off is not impressed by percentages. He knows only that he himself is 100 per cent unemployed. Nor is the fact that jobs are expanding likely to make him any happier. He is not disposed to be a martyr to the cause of technological progress; he is only concerned with what it means to him and what is being done to help him. The Congressional committee recognized the importance of these factors, especially as they apply to middle-aged workers.

The problem of distributing the benefits of automation equitably has also evoked a clash of opinions. Testifying before the Joint Congressional Committee, a representative of the National Association of Manufacturers stated that automation would be a blessing for the nation if unions did not demand all its fruits. He said that the Committee might very well be concerned that the power held by unions was "not used to harm the interests of the nation and the people as a whole by demanding for wage earners, to the exclusion of the rest of the populace, the full benefits of the productive efficiency that automation makes possible. . . . If union leadership continues to demand wage increases, which discount in advance the savings to be made by automation, reductions in price will not be possible."

Labor, on the other hand, makes a parallel claim—that automation would be a blessing for the nation if industry did not demand all its fruits. Labor demands that any increase in productivity be compensated for by means of increased wages, a shorter work week, and expansion of benefits like insurance, medical care, welfare funds, etc.

Price Cut Challenged

Unions, furthermore, claim that the economies effected on production lines as the result of automation will not necessarily be reflected in lower prices to consumers and a consequent increase in demand, because of the existence of monopolies that arbitrarily set and control prices without regard to the law of supply and demand and the condition of the market. They challenge industry to produce concrete examples of goods that have been lowered in price as a result of automation.

In actual fact, it may be possible indeed, it will be necessary to reconcile the conflicting positions of busi-

ness and industry on the one hand and organized labor on the other by showing that, even though the push-button factory of tomorrow may actually have no workers on the production floor—there are practically none in power-generating stations, oil refineries, cigarette factories, and chemical plants today—very large numbers of men *will be* behind the scenes in newly created jobs on both the professional level and the highly skilled level. According to Diebold, there are atomic plants at Oak Ridge that are run by twenty to thirty girls, but that require the services of hundreds of maintenance men.

Need for Skill Foreseen

The continuing development of automation in industry and office will call for a generally higher order of skill, training, and knowledge than is presently necessary under existing methods, which require only the ability to follow routine instructions to perform simple, repetitive operations or to expend physical effort. Large numbers of highly educated, professionally trained men will be needed as machine designers, draftsmen, systems engineers, electronics engineers, programmers, etc. For example, one large corporation that now employs 150,000 people anticipates the need for 7,000 college graduates a year just to keep it going once it is automated; today it hires only 300 annually. In addition, tremendous numbers of highly skilled men will be required as machine builders, tool and die makers, machine installers, repair and service men, and controllers of the machinery and performance. As the nation's standard of living is raised, there will be an ever-increasing demand for luxuries, specialized services of many kinds, and an increasing extension and expansion of activities in nonmaterial areas—music, literature, theater, leisure-time activities, adult education, travel, etc.

Nonprofit government activities—education, scientific research, public health work, highway building and maintenance, Social Security and welfare agencies—will inevitably increase. Government employees already number about 13 out of every 100 in the labor force, and there is every reason to believe that their numbers will be augmented as the national income and the standard of living increase.

Even though serious employment dislocations may arise, involving a considerable shifting of men to new

jobs with new employers, many observers feel that automation's most important impact will be not on employment, but on the qualifications and functions of employees. This new breed of machines demands a new breed of machine controllers and a new breed of professional men. In this connection, the National Manpower Council says: "Many of today's electricians will have to learn electronics if they are to retain their skilled status. Pipefitters will have to learn hydraulics. A skilled worker who formerly measured with calipers and now uses a micrometer will soon have to learn to work with tolerances measured by light waves. . . . There may be almost no place left for the unskilled industrial workers."

Co-operation a "Must"

Automation requires trained and educated people in unprecedented numbers. It will be necessary, therefore, to retrain and upgrade in a relatively short period of time whole segments of the laboring force from the semiskilled to the highly skilled level, a task that will require the whole-hearted co-operation of industry, unions, the educational system, government, and the general public if it is to be successful. Dissenting voices have been raised, however, to point out that in many instances just the opposite situation obtains, that many highly skilled jobs have been taken over by the machines and that the degree of skill required to operate the automated equipment is far less than the skill required before the introduction of automation. For instance, a social scientist at a Yale University Conference on Automation last December claimed that office and factory jobs would become dull when all they required was watching a panel of lights or listening to "beeps" from electronic equipment. One of the issues involved in the long Westinghouse strike is the disappearance of skilled jobs and the accompanying downgrading of personnel as the result of automation.

Other critics claim that there may be less work for people who are not bright enough to pass college or technical-school courses. Sir George Thomson, a Nobel prize physicist at Cambridge University and former chairman of the British Committee on Atomic Energy, in a new and stimulating little book called *The Foreseeable Future*, says: "The problem . . . of

providing jobs for the less intelligent half of the community will be one of the headaches of future politicians." (This point will be considered at some length in the discussion of automated office equipment and the skills necessary for its operation.)

Finally, a discussion of automation requires a consideration of leisure-time activities and their possible effects on employment in an automated society. Most observers are agreed that automation will ultimately mean—and in the not too distant future—more leisure time. J. Frederick Dewhurst, director of the Twentieth Century Fund, has estimated that by 1975 most Americans will be working a 32-hour, four-day week. The 6-hour day or the four-day week or other variations of reduced working hours are already in effect. And, unions are already setting the stage for such demands. Robert Bendiner, in the *Reporter*, has posed the \$64,000 question: "Are we capable of developing a culture that does not depend on work to give meaning to our lives?"

Man's Work Is Vital

Man is a working organism. His history is a history of work, of bread earned by the sweat of his brow. Work has made his life meaningful. Without something to keep him busy and engage his mind and muscles, he rapidly degenerates. Studies of workers retired at 65 who have no outside interests or hobbies show so many cases of nervous breakdowns that some doctors are recommending staying on the job as long as the worker is physically able to do so. One of the most serious cultural, sociological, and human problems of automation, then, will be the means by which people learn to spend unparalleled amounts of leisure time fruitfully, satisfactorily, and creatively.

Until only recently, the leisure class of any one country—the elite—always consisted of an extremely small group of wealthy people, the aristocracy, who alone possessed the time and means of cultivating the arts, science, literature, music, the practice of government, creative endeavors, and the art of gracious living. Now, for the first time in history, we are on the threshold of an age in which a universal, democratic leisure class will have time and means to pursue the same activities if it so desires.

Certainly, then, it is reasonable to predict that very large numbers of people will find employment in new

and old industries catering to the wants and needs of this new leisure class. Of course, it is impossible at present to forecast exactly how this increased leisure will affect consumption patterns and how this will, in turn, affect the growth of service industries. We may predict, however, a steady growth in the following fields:

PASSIVE ENTERTAINMENT. Television, sports, reading, listening to music both at home and at concerts will become increasingly popular. (Americans now spend more money going to symphony concerts than to baseball games.)

PARTICIPATION IN SPORTS AND OUTDOOR ACTIVITIES. More people now hunt and fish than ever before. Golf may soon overtake baseball as the national pastime. Winter sports have expanded with equal rapidity. Swimming pools and small boat harbors are increasingly common, and sailing and boating are available at much more modest cost than formerly.

DO-IT-YOURSELF ACTIVITIES
The move to the suburbs, the high cost of hired help, and the popularity of hobbies as a means of occupying one's leisure time have resulted in the ever-expanding do-it-yourself movement, which is now a six-billion-dollar industry.

TRAVEL. Americans are seeing their own and foreign countries in unprecedented numbers. Travel is a multi-billion-dollar industry that provides employment directly and indirectly to hundreds of thousands of people. Highway expenditures promise to be one of the largest governmental budgetary items in the near future.

CULTURAL AND EDUCATIONAL PURSUITS. More people are now in school and for longer periods of time than ever before. The junior college movement is growing, and adults are flocking to evening schools and colleges in incredible numbers. In Flint, Michigan, for instance, over 40,000 people attend adult education classes and activities. In New York City, there are literally hundreds of thousands of people in evening schools. Expenditures for educational facilities, supplies, and personnel promise to reach astronomical proportions as time passes. There will be employment opportunities for tens of thousands of teachers.

(To be continued next month)

READY-TO-USE TEST

GENERAL BUSINESS TESTS:

7. Travel

INEZ RAY WELLS, Ohio State U., Columbus, Ohio

THIS is the seventh in a series of ten general-business tests, which we are featuring throughout this school year. Each test is based on a unit common to the leading textbooks on general business.

The correct answer to each question is indicated in *italic* type. There are 50 objective questions, which may be scored either by the point system (2 points for each correct answer) or by normal-curve distribution.

SECTION 1

The following terms are explained by Statements 1 to 21. After each statement, write the letter representing the term that is explained.

(A) Accommodations. (B) American Automobile Association. (C) American Hotel Association. (D) Berth. (E) Courtesy cards. (F) Detour. (G) Directory. (H) Family rates. (I) Feeder lines. (J) Hotel. (K) Motel. (L) Oil company. (M) Passport. (N) Pullman Company. (O) Route. (P) Schedule. (Q) Timetable. (R) Tour. (S) Tourist. (T) Travel agency. (U) Travelers' Aid Society.

1. An organization that will chart a member's driving route and provide information about places to stay. **B**
2. A company that issues credit cards to be used in purchasing gasoline, oil, tires, etc. **L**
3. A place usually located within city limits where travelers may find lodging. **J**
4. A place usually located on a main highway where motorists may find lodging. **K**
5. A road that temporarily replaces another road. **O**
6. The course that a traveler takes. **N**
7. A company that provides sleeper, dining-car, and parlor-car service on trains. **H**
8. A plan whereby fathers pay full fare and their wives and all children under 2½ half fare to travel together. **D**
9. The lowest priced sleeping accommodations on trains. **I**
10. Routes used by small airlines to provide services to small cities and towns where large planes cannot land. **P**
11. Means of identification that allow the holders to buy travel tickets on credit and pay for them later. **E**
12. A listing of hours of arrival and departure of trains. **Q**
13. A company that sells the services of various types of transportation companies to individual travelers. **T**
14. An organization that serves travelers by giving information, helping to find suitable lodgings, meeting children who are traveling alone, etc. **U**
15. One who travels for pleasure. **S**
16. The facilities provided by a transportation company for the comfort of its passengers. **A**
17. A plan showing points to be visited and time of visits. **P**
18. A trip. **R**
19. A booklet giving details about lodging and restaurants. **G**
20. An organization that publishes information about hotels in the United States and Canada. **C**
21. A form that shows the country of the holder's citizenship and his reasons for traveling in another country. **M**

SECTION 2

In each of the sentences below, one or more words are needed to make the statement complete. Write the necessary word or words at the right of each sentence.

22. A detailed travel plan showing places to be visited and times of arrival and departure is a(n) _____ *itinerary*.
23. Making arrangements ahead of time for transportation or lodging is called making a(n) _____ *reservation*.
24. A safe and convenient way to carry money while traveling is by means of _____ checks. *travelers*

25. A bus or airplane that is reserved for a special group for a period of time is said to be _____ *chartered*.
26. A hotel that makes a daily charge that includes the cost of room and meals is said to operate on the _____ *American* plan.
27. A hotel that makes a daily charge for room service only is said to operate on the _____ *European* plan.
28. The process of having a hotel room assigned to one on arrival is called _____. *registering*
29. The process of turning in one's hotel room key and paying the bill is called _____. *checking out*
30. The maximum rate at which one may legally drive his car is known as the _____ *speed limit*.
31. A bus that stops at practically all towns and cities is called a(n) _____ *local* bus.
32. A bus that stops only at principal cities is called a(n) _____ *express* bus.
33. The least expensive train accommodation is the _____ *couch*.
34. and 35. Children under five years of age may ride free on _____ and _____. *trains and buses*
36. Children under two years of age may ride free on _____. *airplanes*
37. A small fare must be paid for infants under one year of age on _____. *ships*
38. A ticket that provides transportation to and from a destination is called a(n) _____ *round-trip* ticket.
39. The sleeping spaces in ships are called _____. *cabins*

SECTION 3

When deciding on the means of transportation to be used, consideration must be given to the relative importance of time, expense, and convenience under particular circumstances. In each of the following, choose the most appropriate means of transportation under the circumstances described, and write the letter indicating your choice in the space provided at the right. Assume that all means of transportation are equally available.

40. Mr. Jones wants to attend a two-hour meeting on Friday evening in a city 400 miles from home. He has appointments at home on Friday and Saturday mornings. He should go by: (a) airplane; (b) automobile; (c) bus; (d) train. **a**
41. During his vacation, Mr. Smith plans to attend a three-day meeting in a city 400 miles from home. Because of unusual expenses, he is short of money. He should go by: (a) airplane; (b) automobile; (c) bus; (d) train. **c**
42. Mr. Brown wants to take his wife and three children on a three-week vacation. The family would like to see some out-of-the-way places, but they need to keep their expenses down. They should go by: (a) airplane; (b) automobile; (c) bus; (d) train. **b**
43. Mr. Green wants to travel in such a way that he will be free from as many responsibilities as possible. He should choose: (a) to be a passenger in a car; (b) to drive his own car; (c) to join an organized bus tour; (d) to travel by regular bus. **c**
44. Mr. and Mrs. Gray want a means of transportation that will allow them to move about freely while *en route*. They should choose: (a) an automobile; (b) an airplane; (c) an express bus; (d) a train. **d**
45. Mr. Herbert, who lives about halfway between two towns, wants a means of transportation that will stop on signal and pick up passengers. He should use: (a) an airplane; (b) an express bus; (c) a local bus; (d) a train. **c**
46. Mr. Walker wants to select the means of transportation on which he will get the largest reduction in rate if he buys a round-trip ticket. He should choose: (a) automobile; (b) ship; (c) train. **c**
47. Mr. and Mrs. Wagner want the means of travel offering the most services and conveniences. They should choose: (a) air-conditioned coach train; (b) airplane coach service; (c) express bus service; (d) Pullman service. **d**
48. Mr. and Mrs. Hughes want to stay over night in a place where laundering and dry cleaning are available. They should stay in a: (a) hotel; (b) motel; (c) tourist home. **a**
49. Advanced reservations for all services are required when one travels by: (a) airplane; (b) bus; (c) train. **a**
50. The method of travel that frees one from fixed schedules is: (a) automobile; (b) bus; (c) ship; (d) train. **a**

IF YOU HAVE a successful test on any business-education subject and are willing to share it, send it to us. We will send you \$10 if it is accepted for publication. It must be on one topic, must be usable with any textbook, and permission to duplicate it must be given. Be sure to enclose correct answers.



CONSUMER training

RAMON P. HEIMERL COLORADO STATE COLLEGE, GREELEY, COLORADO

Professional spirit for teachers in all fields of education has been stressed in recent years. For business teachers, there are many worth-while organizations; but teachers who specialize in consumer problems should know particularly about the Council on Consumer Information. The nucleus of this group was formed in April, 1953, when a group of twenty-one educators interested in the position of the consumer met at the University of Minnesota.

Among the functions of the Council are the following:

1. Publishing a discussion pamphlet series on issues that are vital to the consumer
2. Publishing a newsletter on recent developments in consumer education
3. Acting as a clearinghouse by distributing materials developed by individuals and other organizations
4. Surveying teachers, research workers, and organizations to determine the need for publications and teaching aids
5. Sponsoring an annual conference for the informal exchange of information.

Publications now available from the Council on Consumer Information can be secured from the executive secretary. A partial listing includes: "What You Should Know About the Law of Estates," "How to Plan a Life Insurance Program," "Consumers Look at Fair Trade," and "Consumers Look at Farm-Price Policies." All members of the Council receive these publications in addition to the regular newsletter.

Following a period of careful research, a new group of titles is now being prepared by the organization. Among the new publications will be: "Planning for Retirement," "Using Standards and Labels," "How to Borrow Money, or Should You?" "The Role of the Consumer in an Economic Society," "Buying Funerals and Burial Services," and "The Consumer's Stake in Automation."

These very practical pamphlets are being prepared for the use of members or any other persons who wish to purchase them. Why not use them as teaching aids in your consumer-education classroom? They should be ideal. Many of the available pamphlets, in fact, are already being used in high school and college classrooms.

Membership in the Council can be secured by writing direct to its executive secretary, Fred. C. Archer, State Teachers College, St. Cloud, Minnesota. The regular membership is two dollars—or one dollar for students. Anyone interested in obtaining samples of the organization's newsletter may request them from the group's headquarters office in St. Cloud. Ray G. Price, of the University of Minnesota, Minneapolis, Minnesota, is the current president of the Council.

An annual conference of this consumer-education group will be held each year in the spring, usually just before Easter. At last year's first annual conference, those attending were separated into various discussion groups for the purpose of considering many of the existing consumer problems. Both teaching methods and teaching materials were discussed in this way. Excellent ideas, beneficial to everyone, are usually exchanged at this kind of planned meeting.

On April 5, 6, and 7 of this year, the second annual conference of the Council on Consumer Information will be held at the Y.M.C.A. building in Dayton, Ohio. Details about the conference may be obtained from the Council's president or executive secretary.

Note: A. & P. label kits, listed here in January, are no longer available.

TEACHING PUNCTUATION

(Continued from page 27)

Second Day. Three similar letters are dictated, all the same length, with only these two uses of the comma. The rest of the period is spent on transcribing. Again, the letters are read by me as they are finished. Do all the students get an "M" on every letter? No, indeed—but they improve! If the three letters are not transcribed in class, the students should complete them before the next day if typewriters are available.

Third Day. This is test day on these two rules. The test may just as well be given on the fourth day, but three days seem sufficient for this assignment. Three letters are dictated, the timer is set for thirty minutes, and at the end of that time everyone takes his paper out of the machine. The letters are stapled and handed in to me. The letters on tests are less packed with punctuation than are practice letters. However, each letter contains at least one use of the punctuation reviewed or an alternate of that use.

On test days, a record is made for each student. If three letters are transcribed and one is mailable, something like this is recorded—3/1M. At the end of the term, or teaching period of several weeks, the total number of mailable letters is the basis for the credit. It is possible, therefore, for a student to have no mailable letter on one day and still have a sufficient number at the end of the term to justify a grade of B or C for the transcription of mailable letters.

Fourth Day. Two new rules are introduced from the mimeographed sheet.

COMMA:

3. Before the *last item* in a series.
Our filing cabinets are attractive, durable, and spacious.

During the past six months the cost of manufacturing, labor, and materials has increased.

Calculators, typewriters, duplicating machines, etc., have been purchased.

Let us know the flight for which you want a reservation, the date on which you plan to leave, and the date on which you will return.

You may pay cash for the goods, you may charge them, or you may give us a note.

1. Alter an introductory phrase containing a verb form.

After *checking* the inventory, the stock was rearranged in order to make room for additional goods. To *get* the best results, you will need advice from an office manager.

Although *encouraged* by the results of the experiment, he was unwilling to accept them as final. Having *passed* the examination, he opened a law office.

The procedure is similar to that of the first three days with one exception: the letters are packed with illustrations of the new rules, but each letter also contains one use of the rules previously reviewed. Thus, a continuous and cumulative review is made possible.

When this plan is first used, it does require the preparation of special letters, or the modification of some of those in your assignment, in order to include only certain uses of punctuation and to exclude all others. However, the teacher gradually builds an adequate file on each type needed.

If machine transcription is started on long takes—the three- or five-minute sustained dictation—punctuation may be introduced then. It should, however, be reviewed again when mailable letters are transcribed.

Economize on Time

Most of us have similar teaching situations. We teach shorthand five days a week for 40 to 55 minutes a day; we have no separate transcription period. Whatever machine transcription is done must be done in the shorthand class. As time spent on punctuation review means less time for speed building and other activities, it is important to streamline that teaching as much as possible.

The advantages of this plan are:

- The student has a short-term goal within his reach—only two uses of a mark of punctuation at one time. The material dictated contains only punctuation that has been reviewed, practiced, and tested.
- The punctuation is cumulative. The first test contains only two uses of punctuation; the second test, four uses; the third test, six uses, etc.
- The rules of punctuation are presented in a logical order—from the simple to the more complex.
- Definite test days are designated



JANE F. WHITE GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE, GEORGIA

For business arithmetic. Several interesting booklets for teachers of business arithmetic have been prepared by The National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington 6, D.C. One booklet, "How to Use Your Bulletin Board," is a rich source of ideas on bulletin-board display. It discusses topics, techniques, supplies, and "tricks of the trade." The price is 50 cents. Another booklet, "Numbers and Numerals," illustrates the history of numbers. It sells for 35 cents. "Number Stories of Long Ago," a pamphlet, gives a history of numbers, with a section on number puzzles. The price is 75 cents. Be sure to order all three aids.

Merchandising booklets. A series of booklets for students and retail salesclerks is available from the University of Pittsburgh, School of Retailing, Pittsburgh 13, Pennsylvania. Each booklet contains from twenty-five to forty pages. Subjects available are: women's gloves, shoes, handkerchiefs, girls' wear, infants' wear, millinery, negligees and housecoats, lingerie, foundation garments, boys' wear, handbags, curtains and draperies, fashion jewelry, and men's pajamas, robes, and underwear. The booklets are 10 cents each, plus postage.

Bookkeeping chart. Based on the "Great T," a new bookkeeping chart has been designed for daily use in teaching double-entry bookkeeping to first-year bookkeeping students. It emphasizes basic principles to be learned when recording transactions. This is not a commercial venture, but a hobby with Mr. R. L. Spahr. For 10 cents you can obtain a chart, with reproduction rights for one year. Single copies only are available. Write to Consumer Discount Company of Lewistown, North 10 Valley Street, Lewistown, Pennsylvania.

Law classes. For some timely information and materials to use in business-law classes, the League of Women Voters has several interesting items on the order list that they recently sent out. One in particular is most useful. "How a Bill Becomes a Law," is a pictograph of the progress of a bill through Congress. Send only 5 cents. Address: 1026 17th Street, N.W., Washington 6, D.C.

Shorthand aid. A mechanical aid for giving dictation was recently developed by Julius Nelson. In disc form, it permits dictation at a steady and accurate rate: 60, 80, 100, or 120 words a minute. When you rotate a red disc, an arrow points to the dictation rate wanted; numbers in little "windows" show the exact second at which each 20-word unit of dictation should end. The device sells for \$1 from Artistic Typing Headquarters, 1006 Carlisle Avenue, Baltimore 16, Maryland.

Letter test. A free test, which may be used again and again, is called, "Test on the Parts of the Business Letter." It will be supplied in classroom quantity from Smith-Corona Inc., 801 East Washington Street, Syracuse 1, New York.

Buying tips. The Good Housekeeping Bulletin Service, 27th Street at 8th Avenue, New York 19, New York, has an excellent bulletin, "Buying Bedding," that gives information the shopper needs in order to buy the best quality mattresses, blankets, sheets, pillowcases, pillows, bedspreads, and comforters. It also gives care tips. Send 25 cents and ask for a list of other bulletins for consumer education classes.

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"LIVE ACTION" TOUCH
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in the world!



Gone is the "dead" feel, the "touchy" temperament of so many electric typewriters. Smith-Corona engineers have succeeded in breathing life into the electric. How? By cushioning the keybars so that they give ever so gently even if you thud the keys. Note too that both keyboard and keytops are scientifically slanted to fit the natural movement of the fingers for easy, effortless touch - with no steps to climb. The result is a "Live Action" Touch. That's just one of the reasons it's easier - much easier - to type on a Smith-Corona, the world's fastest electric typewriter. Phone today for a revealing ten-minute demonstration.



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as a basis for the final grade on this type of material. The more time you have, the more uses of punctuation you may review and include in the tests.

- The grading is completely objective and, therefore, requires little time on the part of the teacher. Its objectivity contributes to making a just grading system.

- The plan affords excellent opportunity for individual remedial teaching. Individual difficulties in punctuation are easily apparent.

- It is a flexible plan that can be adapted to your own teaching situation. It may be started with transcription of long takes or mailable letters; the review may be faster or slower than that indicated in this article. It is a plan that has been used by our student teachers, by other staff members in our department, and by teachers who have prepared materials in our shorthand workshops. They all say it works!

(The third article on Transcription will appear next month.)

NEW AUDIO-VISUAL AIDS

(Continued from page 14)

had, if done in a professional manner. A large group of adults will pay to learn typing, shorthand, bookkeeping, business communication, and business arithmetic. If we but give them what they want, we will find our adult-education programs serving our community much more effectively than before.

A good article to read as an introduction to such a project is Helen Hinkson Green's, "The Business Department Goes on TV" (*BUSINESS EDUCATION WORLD*, September, 1953). She has adapted general suggestions on TV production to the business program. Some day many of our skills will come to us by TV. Why not start preparing yourself for that time?

The accompanying reference list does not touch on all the materials available. You will probably know other items that should have been included. Since many of the aids fall under general business, the seventy-two items on the list have been arranged under four main groupings: films, filmstrips, books and booklets, and other aids (charts, posters, cartoons, etc.). Pick the type of aid you require and then scan the alphabetical listing of titles.



SHORTHAND CORNER

JOHN J. GRESS HUNTER COLLEGE, NEW YORK, N.Y.

Those Mid-Year Doldrums: Now that the Easter Parade is just around the corner, your steno-students are probably very much agog over the latest fashion trends. They may have just about lost all interest in the latest shorthand outline that was presented in class. This has been a classroom trend over the years for all students. But, wait a minute. Are you yourself immune to a similar let-down feeling on your side of the desk? Have you arrived at the point, during your shorthand instruction, where you no longer have the same get-up-and-go spirit that you had at the beginning of the semester? Are your students falling down on the job, losing interest in vowels, consonants, hooks, and strokes? Are you just about ready to give up in your attempt to get across the theory of Gregg shorthand?

If your answer to these questions is a low "Yes," then you fit into the average pattern for shorthand teachers. Should you claim that you are different, however, and come up with a loud "Nay," then it may be because you are a relatively new teacher.

Now all good teachers have their own gimmicks that they pull out to inject a bit of spirit into their shorthand classes. You readers might want to check the following suggestions and see how they compare with your own.

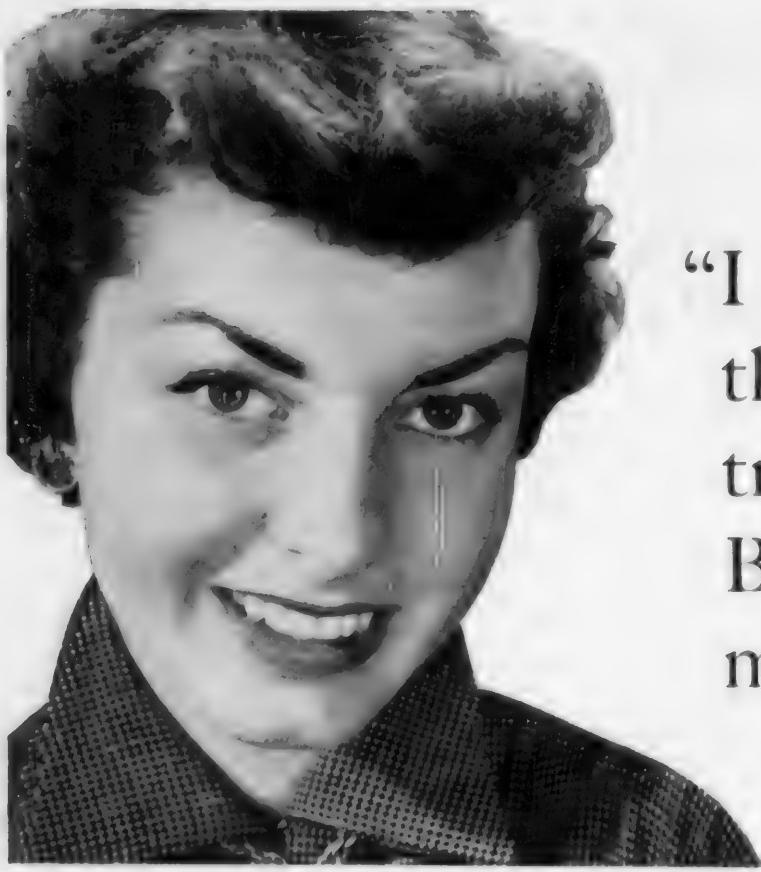
Brief forms come into the picture in just such a spot. They can be used for reading and transcription games (refer to the paragraph listings at the back of the *Gregg Shorthand Manual, Simplified*, revised edition). Teams may be organized, one row against another row or boys against girls. Or, have you ever asked your students to compose a short paragraph, using only brief forms? You'll be amazed at the competition that will develop. You will have fun, and your students will be amused by one another's shorthand gems.

Reading-speed scales from the revised edition of the Manual can also be used to rekindle your students' desire to learn more shorthand. A new "reading champion" may be crowned each period—the whole routine taking but three to five minutes of the period.

If you have lost your touch in getting class underway, why not have it understood that a short transcription from the day's assignment will begin at the sounding of the buzzer. The students will receive credit for the number of words they transcribe within a fixed time limit. Such gimmicks will add new life to your classroom.

About this time of year I reach down into the old "grab bag." I reach down to the very first time that my students write a short sentence in their notebooks. I have made it a practice over the years to stow those precious, initial "pothooks" in my files and then bring them out for my refresher drive. First, those self-same sentences are dictated once again; then, without saying a word, I give each student the actual page on which he wrote his first shorthand outlines. Immediately the room is filled with "oohs" and "aahs." The classroom has a feeling of accomplishment, of having done something worth-while during the previous weeks.

You and your colleagues—all shorthand teachers—would you like to exchange successful teaching gimmicks that you have used in your classrooms? Why not send them along to me—a postal card will do—and we'll present some of them in future discussions in the Shorthand Corner. Remember, this is *your* column; and I shall continue to answer your questions personally, as I have done so many times since I have been associated with BEW. Teachers everywhere, let me hear from you!



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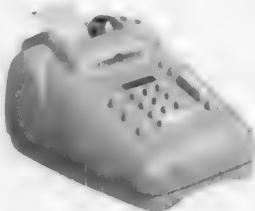
CITY _____

STATE _____

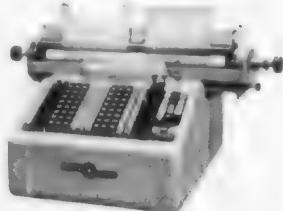


BEW-40

Some of the training courses available include:



Ten-Key adding machines. The widely popular Burroughs Ten-Key can be mastered easily with its special touch-system method of teaching.



Sensimatic accounting machines. The course for the Burroughs Sensimatic includes practice materials consisting of actual bank and commercial posting media.



Calculating machines. A special course in "Learning the Burroughs Calculator" is designed to help guide your students in rapidly developing great skill on this machine.



Full-keyboard adding machines. Here's a thorough course in short-cut addition to help develop accuracy and speed on this type of adding machine.

GAIL KING was trying her best to keep calm.

But never in her two years as secretary to the cargo sales¹ manager of Trans-Nation Airlines had she been confronted with such a maddening problem. And, just to top things off,² her boss, Mr. Barlow, was away on vacation.

The heavy-set woman towering above Gail was adamant.³ "I absolutely refuse to pay \$330 freight charges on eight monkeys that I didn't⁴ order. What I did order for my pet shop were eight little brown monkeys weighing not more than two pounds each. They walk⁵ upright, and can be dressed in doll clothes. Why, customers would snap them up in—"

"Now, please, Mrs. Scott," Gail interrupted⁶ politely, "if you'll just sit down and go over this thing with me slowly and calmly, I'm sure we can figure out⁷ a solution." She smoothed back a rebellious auburn curl and sat down at her desk, persuading Mrs. Scott to take⁸ a chair beside her.

"Let's review the facts," Gail's confident, businesslike tone concealed her inner turmoil. "You say you⁹ phoned your dealer in New York, and he said a mistake had been made in Calcutta, where the monkeys came from?"

"A mistake¹⁰—I'll say!" Mrs. Scott was off again. "I come down here to pick up my little monkeys, and what do I find—great,¹¹ hulking things half as big as I am." She drew herself up to an erect sitting position, and Gail had to admit¹² that if the description was accurate, the monkeys were indeed of formidable proportions.

Mrs. Scott,¹³ stimulated by her own agitation, ranted on in great detail about the infuriating error.¹⁴ Gail, in between occasional soothing words and sympathetic nods, tried frantically to think of a way out¹⁵ of her predicament.

Here she was, in Kansas City, stuck with the care of eight homeless monkeys while her boss,¹⁶ happily unaware of the whole episode, was enjoying himself in Florida. Just before he had left, Mr.¹⁷ Barlow had said to her, "Now, remember, Gail, I'm leaving you in complete charge. Whenever you have a tough¹⁸ decision to make or a knotty problem to solve,

Monkey Business

FREDRIKA GORDEN

just put that agile brain of yours to work. It's wonderful to go¹⁹ away knowing that there's someone I can depend on to keep things going." Gail, at this particular moment, didn't²⁰ share Mr. Barlow's confidence.

Then she recalled his parting words and would have given anything for a²¹ miracle to happen—like waking suddenly and discovering that the whole ridiculous mess was only a²² bad dream. What was it he had said? "The two weeks I'm away will show conclusively whether you're capable of filling²³ the important new position I have in mind for you. Personally, I think you are; but we'll see what these²⁴ next two weeks reveal. So keep on your toes, and you may win yourself a big promotion."

It was just Gail's luck that Mrs.²⁵ Scott's monkeys had turned out to be heavyweights instead of bantams. Obviously, no power on earth could induce²⁶ her to pay the freight. But somebody had to—and it was Gail's responsibility to see that it got paid.²⁷ And what about those monkeys? What on earth could she do with them? Mrs. Scott flatly refused to take them. Gail was stuck²⁸ with eight homeless waifs.

Mrs. Scott was on her feet. "I'm going home now," she announced.

Gail rose too. "Mrs. Scott," she said²⁹ quickly, "suppose we make a list of all the pet dealers in town, and ask if they'll buy these monkeys. You can call some³⁰ of the dealers from home. I'll get busy from this end."

"Well," Mrs. Scott looked dubious. "I doubt if it will do any³¹ good, but I'll try."

Ten minutes later, Mrs. Scott departed with her telephone list. Gail, after asking Betty,³² the file clerk, to start making the phone calls, retired

to the solitude of Mr. Barlow's office to indulge³³ in some deep thinking.

The first step was to find a place to board the monkeys, until a buyer could be found. Gail thumbed³⁴ through the pages of the telephone book. Pets, animal shelters! Suddenly her eyes lit up. The Valley Park Zoo.³⁵ Why hadn't she thought of that before. It wouldn't be easy to explain, but it might work.

After a brief telephone³⁶ conservation, Gail's first step was accomplished. The monkeys had a temporary haven—an unused birdhouse³⁷ at the zoo.

Gail sighed, then went out to see how the phone calls were progressing.

"Not a nibble," Betty reported³⁸ sorrowfully.

"Keep trying," Gail instructed and sat down at her desk to process some rush reports.

She was just going³⁹ over the final form when her phone rang. Mrs. Scott's voice sounded forth over the screeching and whistling of the⁴⁰ parakeets, lovebirds, parrots, and sundry other birds that inhabited her pet shop. "It's no use," she boomed. "The top offer⁴¹ I got was \$40, and I've already invested \$55 in each monkey. I won't sell⁴² at that loss."

Gail groaned in despair. "No luck here, either," she reported. "Monkeys are in as big demand as yesterday's⁴³ newspaper." The words were hardly uttered when she received an inspiration. "Newspaper! That's it. Just had an⁴⁴ idea, Mrs. Scott. Call you later."

Her fingers trembling with anticipation, Gail dialed the City Desk⁴⁵ of the *Daily News* and asked for Bob Nolan. Quickly, she told him the whole sorry tale.

Bob listened intently, then⁴⁶ laughed. "I always knew you had a flair for getting into zany predicaments, Gail, even back in high school

-but⁴⁷ this! Tell me, how did you do it?"

Ignoring his question, Gail asked excitedly, "Do you think the story will produce⁴⁸ results?"

"If it doesn't find a home for your foundlings by tomorrow, I'm a monkey's uncle. Maybe it will⁴⁹ even hit the front page." On this cheerful note, Bob hung up.

That night at dinner, Gail eagerly read the story off⁵⁰ the monkeys. It was on the front page, just as Bob predicted. She read aloud, "According to Miss Gail King, in charge⁵¹ of sales during the absence of . . ."

She reached her desk twenty minutes early next morning and jumped every time the⁵² phone rang. Then it happened.

"Miss Gail King?" the kindly masculine voice at the other end of the wire inquired. To her⁵³ breathless "yes" he responded, "Noah Wallingford, here. I read about your monkeys, and I think maybe we can help⁵⁴ each other. You see, I had planned the opening of my zoo and monkey island out here in Prairie Lake for next⁵⁵ month, but my dealer says my shipment of monkeys won't get here in time. Now, I'd hate to disappoint all the children⁵⁶ out here. Why don't I buy the eight monkeys you have on hand over there? I'm only thirty miles out and can arrange⁵⁷ to pick them up this afternoon if it's convenient. Naturally, I'll pay the freight charges and all."

"Oh, that's⁵⁸ wonderful, Mr. Wal-

The Last Six Weeks . . .

. . . of school culminate years of study. Developing knowledge and competence takes time. But, any teacher of secretarial subjects wants to put on the finishing touches that give a graduate that little extra chance to land a good job. In the April BEW, Helen McConnell, a New York City high school teacher who has a long record of preparing qualified secretaries—both in and outside New York—tells you what steps she and her colleagues take in "THE LAST SIX WEEKS BEFORE GRADUATION."

lingford," Gail enthused. "You don't know how grateful I am! This afternoon will be fine . . . birdhouse . . . Valley⁵⁹ Park Zoo. Good-by."

The evening paper carried a follow-up—the happy ending of the monkey story.⁶⁰ Rereading it next morning at her desk, Gail sighed happily over the way things had turned out. "Of course, Mr. Barlow⁶¹ might have used different tactics, but I got the thing straightened out, didn't I?" she asked herself.

Telegram, Miss King,⁶² Johnny, the errand boy, interrupted her musings. Gail nervously tore open the envelope and read:⁶³

"CONGRATULATIONS (STOP) JUST READ DAILY NEWS (STOP) YOUR FIRST VENTURE INTO MONKEY BUSINESS A SMASH SUCCESS (STOP) FAT RAISE AND⁶⁴ PROMOTION COMING UP (STOP) SIGNED REED BARLOW."

Before she could recover from her surprise, the telephone jangled.⁶⁵ It

was Bob Nolan. "The editor really went for that story," he told Gail. "In fact, I got a raise. I owe⁶⁶ it all to you, so how about joining me this evening for a celebration—beginning with steak two inches⁶⁷ thick?"

Just as Gail was about to accept, Johnny swept into the office. Wide-eyed and open-mouthed, he exclaimed, "Miss⁶⁸ King, come quick. You know the big box that arrived on the 2:10? The worst squalling noises are coming out of it. And⁶⁹ the man who came down here to get it—boy, is he mad! Keeps hollering he didn't order plain old pigs, he ordered⁷⁰ guinea pigs."

For a minute Gail stared at Johnny, a stupefied expression on her face. Then she clasped her forehead⁷¹ in despair and cradling the telephone to her ear said mournfully, "Better make those steaks three inches instead of⁷² two, Bob. Something tells me that for the next few days I'm going to need all the strength I can muster." (1457)

LUCKY LEPRECHAUN

ROBERTA G. PAVLU

PATTY O'CONNOR, a typist at the Michael Grady Accounting Company, was opening the birthday present¹ her mother had sent from Ireland. Patty had come to the United States only a few months ago, and today,² St. Patrick's Day, was her first holiday away from home.

As she pulled off the wrappings, Patty told the other³ girls in the office about the leprechauns in Ireland. She explained that they were little elves who, according to⁴ their nature, either were good and went around helping people or were bad and went around playing tricks.

"If you are⁵ fortunate enough to catch one," she continued in her cute brogue, "the legend says that he must give you his pot of⁶ gold in exchange for his freedom."

Just at that moment, Patty removed the last bit of paper from the package

and⁷ there, for all to see, was a miniature leprechaun with jolly round cheeks, dark, merry eyes, and a tiny green⁸ cap sitting jauntily on his head.

The girls gathered closer around the desk.

"Wait till you see," Patty said excitedly.⁹

She pushed a little button, and the leprechaun danced to the tune of an old Irish song. "By Killarney's¹⁰ lakes and fells, Emerald Isles, and winding bays."

At the end of the song, the little man bowed and held out the pot of¹¹ gold he had been hiding behind his back.

"Isn't that something!" exclaimed one of the girls.

"Oh, he's precious," said another.¹² "How cute!"

Their hilarity attracted the attention of Mr. Grady, who came out of

his office to¹³ see what was going on. When he spotted the leprechaun, his blue eyes lit up, and a broad grin swept across his kindly¹⁴ face.

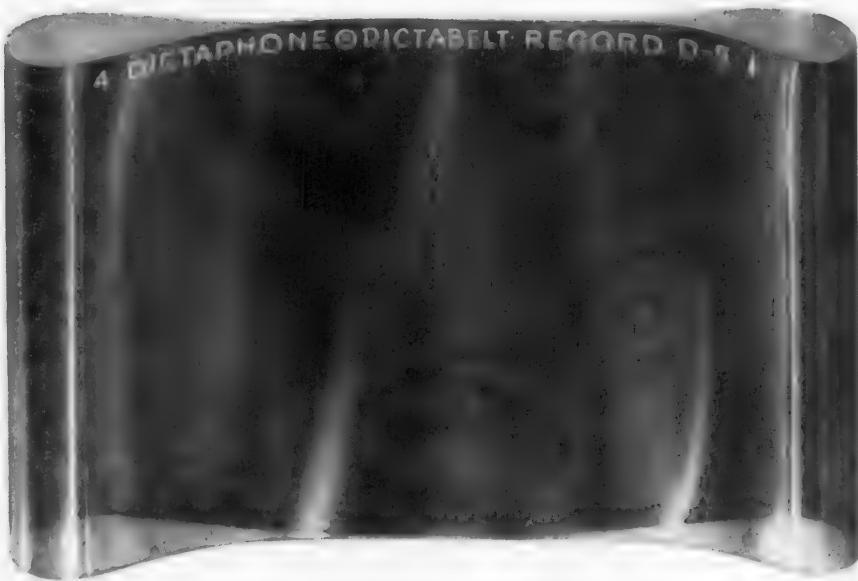
At twelve o'clock, Patty went to lunch with the girls. "Maybe my lucky leprechaun will do my work for me¹⁵ while I'm out," she joked.

When Patty returned, however, she found a huge pile of cards on her desk.

"Oh, no!" she exclaimed,¹⁶ holding her hand to her head. "The two hundred cards that have to be typed by tomorrow morning! And the monthly report¹⁷ has to be finished this afternoon. I'll have to stay tonight to do the cards."

Patty usually didn't¹⁸ mind working late, but today was St. Patrick's Day—and her birthday—always a special occasion at home. Some of¹⁹ her friends were giving a party for her

(Continued on page 46)



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in honor of the double holiday. It would be Patty's very first²⁰ party in the United States, and she was especially looking forward to it so she wouldn't be too homesick.²¹

"I'll work quickly," Patty thought to herself, "and I can still get there in time to enjoy some of the fun."

All²² afternoon she worked on the report. At four-thirty, Mr. Grady came to her desk.

"Patty, my gold pocket watch has²³ stopped, and I'm lost without it. I wonder if you could take it to the jeweler's and wait there until it's repaired."²⁴

"Surely, Mr. Grady," Patty replied.

Taking the watch from his hand, Patty hurried to get her coat and hat. As²⁵ she left the office, the girls all called out, "Happy Birthday and Happy St. Patrick's Day!"

Patty waited patiently²⁶ at the

jeweler's. At five-thirty, the watch was finally finished.

Half an hour later, Patty returned to the²⁷ deserted office. She carefully placed the watch in Mr. Grady's desk drawer. Then she went back to her own desk.²⁸ The cards were still there. By the time she finished them and got home, it would be too late to go to the party. If it²⁹ just hadn't been for the watch! Now, the guest of honor wouldn't be at her own party!

Although very much disappointed,³⁰ Patty didn't dream of being annoyed. Mr. Grady had been so kind to her when she had first come to³¹ America. He had given her a job even though she had no experience.

She picked up one of the cards,³² started to insert it into her typewriter and then stopped, amazed. The card had typing on it. She looked through the³³ stack; all the cards were typed.

The work was finished! How could it be?

In her excitement, she accidentally knocked over³⁴ the leprechaun, still sitting on her desk.

"By Killarney's lakes and fells," the little man sang.

"Saints preserve us!" Patty³⁵ gasped. "It can't be you. Leprechauns are only fairy folk. But, the cards—how did they get done? No, it can't be, even³⁶ if it is St. Patrick's Day!"

"Emerald Isles and winding bays," the song continued.

Patty stood there, bewildered.³⁷ In her excitement, she never heard the other girls tiptoe quietly out of the darkened reception room behind³⁸ her. She never saw Mr. Grady, at that moment looking every bit like a kindly old leprechaun,³⁹ himself, wink and smile slyly as he followed them into the elevator. (794)

FLASH READING*

To Plan or Not to Plan

MARGARET OTTLEY

AT THE BEGINNING of a new year or another semester, or (for that matter) when we change jobs, most of us¹ decide that this is the beginning of a brand-new chapter and that we can make a clean, fresh start. We trust that we² shall not repeat any of our earlier mistakes, that we shall do what we have to, to realize our aims. We³ solemnly swear to try harder, to work harder. We promise that we will do whatever is necessary to⁴ achieve our goal.

Perhaps, like so many others, you made some serious vows a month or two ago and now find⁵ that they were too ambitious. Well, you can make a fresh start right now! Perhaps you will find our suggestions of some help.⁶

One thing that is essential, to achieve any goal, is a good plan. And a good plan is one that it will be⁷ possible to keep. Be sure not to set your aim too high. Be reasonable in the goals you set so that you will have⁸ a chance to realize them.

Planning is a must. You are the judge of what you can do, and I believe you will agree⁹ that a major failing is your lack of planning. That is hardly rare. Most of us reach the age of eighteen or¹⁰ more without having

to plan much on our own. That is done for us by our loved ones. But it is something that you will¹¹ have to begin doing, for pretty soon there will be a lot of planning that will have to be done on your own. You¹² will have to plan your office day so that you will be able to take care of the many jobs that will come up each¹³ day.

So learn to plan now. Plan your day—what you will wear, how you will take care of your homework. You need to plan your spare¹⁴ hours, too, so that you can finish all the tasks you should take care of and still leave some hours free for your social life.

Plan¹⁵ what you will do each day and make a check list so that you will know what, if anything, has not been taken care of.¹⁶ Then add that to the next day's list. Keep a close check and try once more, the next day, to work your plan! It will take some doing,¹⁷ but, if you stay at it, you will be able to finish a day's outline when you have been working with a plan¹⁸ for several weeks. Then, when you are a working girl, the boss will say with great pride, "Here's a girl who can make a plan!¹⁹ work." (380)

* Vocabulary limited to Chapters One through Four of *Gregg Shorthand Simplified*.

JUNIOR OGA TEST The Farmer and His Sons

A certain Farmer, lying at the point of death, called his Sons around him and gave into their charge his field and vineyards,¹ telling them that a treasure lay hidden somewhere in them, close to the surface of the ground. His Sons thought he spoke² of money which he had hidden, and after he was buried they dug most industriously all over the³ property, but found nothing. Since the soil was so well loosened, the following crops were of unequalled richness and the⁴ Sons then found out what their father had in view in telling them to dig for hidden treasure.

(Industry is fortune's⁵ right hand.) (101) Adapted from Aesop's *Fables*

OGA MEMBERSHIP TEST According to Your Effort

It is a mistake to suppose that great intellectual achievements are products alone of inspiration.¹ The mind with interest and attention brought to bear upon any subject or any problem tends to learn what² there is to know or to find a solution. The student sees many demonstrations of the knowledge and skill attained³ through concentration and the persistence of the will to hold attention on the subject to be learned.

Listless⁴ repetition of lessons accomplishes little. Attention, concentration, the forces of interest must be exercised in order to reason, to compete, to speak.

Some minds are naturally endowed with power and⁵ useful memories. Others will develop them through effort and hard work. (133)



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Edna: But Cathie, didn't you look peculiar?

Cathie: I certainly did! But then I *felt* peculiar. Frustrated, if you know what I mean.

Edna: Frustrated I buy. But how come?

Cathie: I was teaching electric typing. The classes weren't learning. I couldn't teach on the machines we had.

Edna: I see. But why the ape's head?

Cathie: The ape's head? That's easy. I was going nuts anyway. So I decided I might as well look the part.

Edna: But how come you gave up wearing the . . . er . . . costume?

Cathie: Nothing could be simpler. We got in a batch of new Royal Electrics. And what a *difference!* To begin with they have five distinct advantages—the repeat keys for example—which make them easier to learn on and as easy to teach on as rolling off a log.

Edna: How's that?

Cathie: Step into my classroom and I'll give you a demonstration. But watch out. It'll take you only a few hours of practice to become completely familiar with the new Royal Electric. So don't say I didn't warn you.

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NEWS SPOTLIGHT

President Asks Billion to Build Schools

...for needy states. The President has asked the current session of Congress to approve his school-building program costing \$1,250,000,000 in Federal grants over the next five years. Passage of such a program is uncertain, however. It seeks an appropriation six times greater than the amount on which Congress never acted last year. Another obstacle is the question of segregation. A rider may be added to the bill that would provide aid only for desegregated schools.

The President's program calls for: (1) Federal grants of \$250,000,000 a year, to be matched by the states according to state income per school-age child; (2) Federal purchase of local school construction bonds from school districts that cannot market them at reasonable rates of interest -- to the amount of \$750,000,000; (3) Advances to state school-financing agencies to provide reserves for bonds issued by these agencies for the construction of local school buildings; (4) A five-year \$20,000,000 matching-grant program to help states and districts overcome financing obstacles; (5) Extension of the law providing Federal funds for school districts whose citizens are affected by (tax-free) Federal activities; (6) A "major" increase in Office of Education funds; and (7) Appointment of a "distinguished group of educators and citizens" to study higher education.

New York City Pay Above U. S. Average

...according to the Metropolitan School Study Council. Teachers in the New York Metropolitan area, the Council's annual report stated, receive an average wage of \$5,468, as compared with \$4,000 to \$4,500 in comparable communities across the nation. The top brackets included 155 teachers earning \$8,000 or more and 1,000 ranging between \$7,000 and \$8,000. The figures also revealed that New York area school systems spent an average of \$423 on each student last year, compared with a national average of \$260.

NOMA to Honor Business Teachers Again

...on both the local and national level. Each of the Association's 160 chapters will select a representative high school teacher in its community. Local winners will have until April 15 to be nominated as a candidate for NOMA's "National Business Teacher of the Year" award. The national winner will be honored at the International Conference, Philadelphia, May 20-24.

Report

PEOPLE

• Edith W. Alexander, dean of Margaret Morrison Carnegie College, Carnegie Tech, Pittsburgh, has announced her retirement, effective September 1. She joined the school as an instructor in 1919; she still teaches Secretarial English.

• Roswell E. Fairbank has received his Ed.D. degree from Teachers College, Columbia University, New York. He is currently head of the department of business education at The Milne School, State University College for Teachers, Albany, New York.

Dr. Fairbank's dissertation was entitled, "Improving Business Education Through the School Study Council."



ROSWELL E. FAIRBANK
a study in improvement

It was written under the direction of Hamden L. Forkner.

Dr. Fairbank is a member of EBTA, UBEA, Pi Omega Pi, and Delta Pi Epsilon. He has been at the Milne School since 1946. He holds the title there of associate professor of education.

• Jay W. Miller has been appointed to the Vocational Rehabilitation and

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Education Advisory Committee of the Veterans Administration. He will fill the vacancy caused by the death of Hiram N. Rasely. Miller is the president of the Goldey Beacom School of Business, Wilmington, Delaware.

• E. Dana Gibson is living temporarily in New York City following the completion of his round-the-world trip in January. He is on sabbatical leave from San Diego State College.

• Brother Philip Harris, O.S.F., has completed requirements for the Doctor of Philosophy degree at the School of Education, Fordham University, New York City. Majoring in guidance and psychology, Brother Philip reported in his dissertation on the results of a survey of the guidance services for business students in 106 private secondary schools of the State of New York.

Brother Philip is presently guidance director at St. Francis Preparatory School, Brooklyn, New York. He is a past-president of the Catholic Business Education Association.

Business Education in Public Schools: director, E. Duncan Hyde, Baltimore, Maryland; chairman, A. L. Demond, Washington, D. C.; participants, Charles W. Sylvester, Louis R. Rosette, Lawrence J. Camisa, Estelle Phillips, Walter Camenisch, and Edward L. Goldstein.

Private School Administration: director, Donald J. Post, Waterbury, Connecticut; chairman, Charles L. Sewall, Boston, Massachusetts; assistant chairman, Murray K. Coulter; participants, William M. Pilishook, Leonard L. Nieman, Hugh T. Barnes, and Katherine Bronson.

Junior College (the medical secretarial course): director and chairman, Sanford L. Fisher, Boston, Massachusetts; assistant chairman, Ruth E. Mangue; speakers, M. Roy London and Leonard W. Parkhurst.

12:00 noon—*Fellowship luncheon sponsored by private business schools:* director, Donald J. Post; chairman, H. D. Hopkins; speaker, James Scott Long; topic, "Science as It Affects Education in the Future."

2:15 p.m.—*General Meeting:* presiding, Harold E. Cowan, EBTA president; keynote address, Daniel D. Lessenberry, University of Pittsburgh, "Are Your Graduates Fitting the Needs?"

6:45 p.m.—*Convention Banquet:* presiding, Harold E. Cowan; speaker, Ernest Robert Rossé, "The Safety Valve of Sanity."

FRIDAY, MARCH 30

9:45-10:05 a.m.—General meetings in Bookkeeping, Distributive Education, Secretarial-, and Office-Practice Areas.

Bookkeeping: director and chairman, Joseph Gruber, New York City; keynoter, M. Herbert Freeman.

Distributive Education: director and chairman, E. Duncan Hyde; keynoter, W. Harmon Wilson.

Secretarial area: director and chairman, Marion G. Coleman, Philadelphia, Pennsylvania; keynoter, Mary E. Connally.

Office Practice: director and chairman, William C. Gordon, Buffalo, New York; keynoter, Raymond Brecker.

10:15-11:30 a.m.—Group conferences in Bookkeeping, Distributive Education, Secretarial-, and Office-Practice Areas.

Bookkeeping (Recordkeeping and Business Arithmetic), three groups, which follow:

Leader, George W. Anderson; consultant, Murray Weinman; recorder, Clinton Compher.

Leader, Clinton A. Reed; consult-

THURSDAY, MARCH 29

9:45-11:30 a.m.—Section Meetings.
Administration and Supervision in

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Leader, Robert D. Joy; consultant, John C. Frakes; recorder, Thomas LeGuern.

(These meetings will be repeated at 3:15 p.m.)

Distributive Education (Consumer Education, Salesmanship, and Advertising), two groups:

Leader, Mrs. Marguerite Packer; consultant, Samuel Caplan; recorder, Marion R. Balboni.

Leader, Forest L. Lawton; consultant, Harry Q. Packer; recorder, Mrs. Helen T. Hearn.

Secretarial Area (Shorthand, Typewriting, Secretarial Training, and Business English), six groups:

Gregg Shorthand Theory—leader, Mrs. Frances Doubt; consultant, Charles E. Zoubek; recorder, Helen Cioffi.

Shorthand Transcription — leader, Merrill B. Kalb; consultant, Wallace B. Bowman; recorder, L. Blanche Stevens.

Secretarial Training — leader, M. Adele Frishie; consultant, Peter L. Agnew; recorder, Mrs. Frances V. Gaynor.

Pitman Shorthand Theory—leader, Bernard J. McDonnell; consultant, Gene White; recorder, Mrs. Lois Brotsker.

Typewriting—leader, John L. Rowe; consultant, Philip S. Pepe; recorder, Bessie Block.

Business English — leader, Mary Stellar; consultant, Mrs. Marie M. Stewart; recorder, William Bux.

(These meetings will be repeated at 3:15 p.m.)

Office Practice (Machines, Clerical Practice, and Filing), three groups:

Machines—leader, Don Hoff; consultant, James B. Mehan; recorder, Mrs. Blanche Gorski.

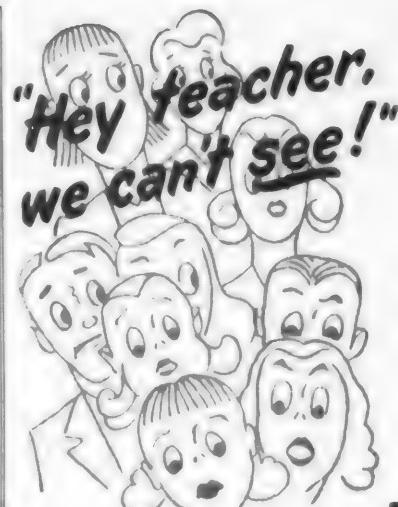
Clerical Practice—leader, Elizabeth T. VanDerveer; consultant, Marion Jo Collins; recorder, Elizabeth Prowell.

Filing—leader, Gilbert Kahn; consultant, Mrs. Elizabeth Reichert; recorder, A. James Kalbaugh.

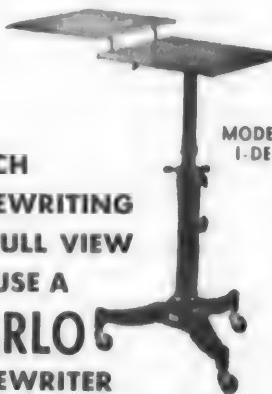
(These meetings will be repeated at 3:15 p.m.)

9:45-11:30 a.m.—*Student Teachers Meeting*: director, Helen J. Keily, Salem, Massachusetts; chairman, Estelle Popham, New York City; assistant chairman, Walter A. Brower; topic, "Can the Teachers of Tomorrow's Employee Apply New Social-dynamics Techniques to Real Situations?"

11:30 a.m.-3:00 p.m.—*Good Friday*



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Recent: all convention activities are suspended in order that those who wish to may attend church services.

3:00 p.m.—Posting of report of Nominating Committee.

3:15-3:35 p.m.—General meetings in Social-Business and Private-School Areas:

Social Business: director, Helen J. Keily; chairman, William Selden, Harrisburg, Pennsylvania; keynoter, Bruce F. Jeffrey.

Private Schools: director, Donald J. Post, Waterbury, Connecticut; chairman, John G. Leach, Wilmington, Delaware; keynoter, Albert A. Fisher.

3:45-5:00 p.m.—Group Conferences in Social-Business and Private-School Areas.

Social Business (Business Law, Economics, Basic Business courses, and Economic Geography), two groups:

Leader, Mrs. Lucy D. Medeiros; consultant, Lester I. Sluder; recorder, Therese Krupinski.

Leader, Regis A. Horace; consultant, S. J. Turille; recorder, Thomas J. Regan.

Private Schools (Accounting, Business English, Business Mathematics, Shorthand, Typewriting), five groups:

Accounting—leader, Paul B. Garberman; consultant, Clem Boling; recorder, Norman W. Blessing.

Business English—leader, James J. Cleary; consultant, Charles G. Reigner; recorder, Cletus J. McBride.

Business Mathematics—leader, Gerald Cousino; consultant, Crawford A. Treat; recorder, Littell R. Stone.

Shorthand—leader, Dorothy L. Salter; consultant, Madeline S. Strony; recorder, Ellen C. Talcott.

Typewriting—leader, Catherine Rogers; consultant, George L. Hossfield; recorder, Henry Trow.

3:15-5:00 p.m.—Repeat of morning

conferences in Bookkeeping, Office Practice, and Secretarial Areas.

8:00 p.m.—Friday night entertainment: director, Thomas A. Sullivan.

SATURDAY, MARCH 31

9:30—**General Meeting:** director, Harold E. Cowan; chairman, Walter A. Brower, Trenton, New Jersey; assistant chairman, Helen Cioffi; speaker, Walter Williams, Atlantic City; topic, "English as Untaught Over the Air."

Annual business meeting and election and installation of officers.

Drawing for prizes: director, Marion G. Coleman.

1:00 p.m.—President's Luncheon.

2:30 p.m.—Meeting of officers and members of executive board.

During the final two days of the convention, special activities will be held by New York State College for Teachers, Boston University and Salem Teachers College, Harvard University, Pi Omege Pi, Rider College, Delta Pi Epsilon, Teachers College of Columbia University, and New York University.

• **The annual convention of the Western BEA** at Seattle, Washington, on March 29, will follow business meetings of the Western Region of the UBEA Representative Assembly and the Western Washington BEA. Featured speakers before the WBEA will be Robert E. Slaughter, Gregg Publishing Division, McGraw-Hill Book Company, and J. A. Olmer, director of training, Boeing Airplane Company.

Section meetings will be held in all the main areas of business education. A "Business Film Festival" will be held on March 30 and 31 from 9:00 to 11:50 a.m. The Central Washington BEA will hold its spring business meeting and election of officers on Saturday morning.

The WBEA convention program follows:

THURSDAY, MARCH 29

2:00-5:00 p.m.—Registration.

3:00-4:30 p.m.—Reception.

6:00 p.m.—**Banquet:** presiding, Verner Dotson, president, WBEA; keynote address, Robert E. Slaughter, "The Dimension of Personality in Teaching."

FRIDAY, MARCH 30

9:00-10:00 a.m.—Section meetings.

Typing: speaker, S. J. Wanous, University of California, "New Developments in the Teaching of Typewriting;" chairman, Leonard L. Carpenter.

Shorthand: speaker, Dale J. Strong, Seattle, "Constructing a Secretarial Practice Project;" chairman, Albert C. Fries.

Bookkeeping: speaker, John A. Pendery, South-Western Publishing Company, "How to Use Visual Aids in Teaching Bookkeeping;" chairman, Edwin A. Swanson.

F.B.I.A.: speaker, Eugene J. Kosy, Central Washington College, "Organization and Operation of an FBLA Chapter;" chairman, Fay Smith.

Training the Handicapped: speaker, Gilbert Koller, Seattle, "Typing for the Handicapped;" chairman, Howard Bonnett.

10:00-10:45 a.m.—Coffee break. Machines and textbooks are on display from 8:30 to 11:50 on Friday and Saturday mornings.

10:50-11:50 a.m.—Section meetings.

Typing: speaker, Frances Brown, University of Washington, "The Production of Mailable Letters in Typing Classes;" chairman, Don B. Sayre.

Shorthand: speaker, Robert I. La Dow, Gregg Publishing Division, McGraw-Hill Book Company, "It's Fun Teaching Shorthand;" chairman, Clisby T. Edlefsen.

Bookkeeping: speaker, Robert T. Briggs, University of Washington, "Get Full Value from Bookkeeping;" chairman, Ted Boswell.

General Business: speaker, Ray G. Price, University of Minnesota, "Trends, Issues, and Innovations in General Business;" chairman, John G. Smale.

Business English: speaker, Margaret S. Roberts, Seattle, "We Teach Business English at the Typewriter;" chairman, Helen Lundstrom.

Filing: speaker, Theodore Yerian, Oregon State College, "Filing in the Business Curriculum;" chairman, Inez Moore.

Afternoon: In-plant seminars at local business firms, or tours of the Seattle area.

6:00 p. m.—**Banquet:** presiding, Jesse Black, Brigham Young University; speaker, J. A. Olmer, Boeing Airplane Company, "The Office—The Curriculum—and The Future," a consideration of the revolution in office methods.

SATURDAY, MARCH 31

9:00-10:00 a.m.—Section meetings.

Typing: speaker, Fred Winger, Oregon State College, "New Methods in the Teaching of Typing;" chairman, Ruth A. Page.

Shorthand: speaker, Ann Brewington, University of Nevada, "Shorthand Is a Luxury at the High School

Level;" chairman, Anne Corcoran.

Bookkeeping: speaker, Ralph E. Lindsay, Olympia, Washington, "Meeting Individual Differences in Bookkeeping;" chairman, Joseph P. Kushibab.

General Business: speaker, S. Joseph De Brum, San Francisco State College, "Vitalizing and Visualizing General Business;" chairman, Ernestine Evans.

Office Practice: speaker, Gudrun E. Duncan, Seattle, "The Examination of an Office Practice Room and a Demonstration of the Teaching and Rotation Patterns;" chairman, Rose Vogel.

Training the Handicapped: speaker, Gilbert Koller, Seattle, "Typing for the Handicapped;" chairman, Bruce Blackstone.

10:30-11:50 a.m.—Coffee break in exhibition hall.

12:00 noon—**Buffet Luncheon:** presiding, Theodore Yerian. Drawing for prizes.

• The Oregon BEA will hold its tenth annual convention in Portland on March 15 and 16. The convention theme will be: "The Challenge—Automation." The main speaker will be Robert E. Slaughter, Gregg Publishing Division, McGraw-Hill Book Company. Special workshop sessions will be held on projector, recording, phonographic, and voice-writing equipment.

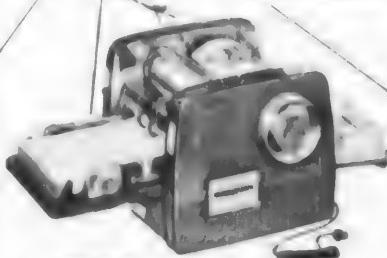
• The California BEA will consider the problem of human relations in the business education classroom at its annual convention March 25-27 at the Sheraton Plaza Hotel, San Francisco. Two business education leaders will participate, Robert E. Slaughter, head of the Gregg Publishing Division and a vice-president of the McGraw-Hill Book Company, New York, and John Pendery, general office manager of the South-Western Publishing Company, Cincinnati.

Participation by business and industry will be under the sponsorship of the Northern California Association of Training Directors, Mrs. Batina Tracey, president. Other notables attending will be Donald D. Doyle and I. S. Hayakawa. Chairman of the convention is George W. Madison, Contra Costa Junior College.

• The Catholic Business Education Association's eleventh annual convention, to be held at the Statler Hotel, St. Louis, April 4-5, will have as its main speaker, the Very Rev. Paul C. Reinert, S.J., president of St. Louis University. Father Reinert is president-elect of the National Catholic Educational Association. He will speak on the convention theme, "Effective

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Business Education Evaluated in Terms of Organization, Teacher, and Student Personnel, Curriculum, and Standards." The CBEA meeting will be held in conjunction with the NCEA annual convention.

- Rho Chapter, Delta Pi Epsilon (Ohio State University), has elected its 1956 officers and executive committee.

They are: president, Elfreda Rusher, O.S.U.; vice-president, Robert Steinbaugh, O.S.U.; recording secretary, Lucy Rose Adams, O.S.U.; corresponding secretary, Jane Reamer, Columbus; treasurer, Lovid Owens, University School.

Also: historian, Mrs. Nancy Reid; past-president, Robert Balthaser; National Council Delegate, William Jennings; chapter adviser, William B. Logan; and committee chairmen, Mrs. Nancy Reid, Mrs. Mabel Collins, Miriam Hinton, Lonnie Boggs, Eva Barnhart, Harn Harms, and Mrs. Adeline Jones.

- The Pennsylvania State Educational Association has elected officers for its business and distributive education divisions.

For business education: president, Morgan E. Foose, Neffsville; first vice-president, Renetta Heiss, Altoona; second vice-presidents, Kenneth A. Shultz, York, and Ted Powers, Grove City; secretary, Edith Fairlamb, Reading; and treasurer, William Whiteley, Reading.

For distributive education: president, Blanche M. Curran, Pottsville; vice-president, Donald Schwing, Greensburg; and secretary, Peter Forlano, Hazleton.

- The South Carolina BEA will hold its annual spring meeting in Columbia on March 16. Guest speaker will be R. D. Cooper, South-Western Publishing Company, Cincinnati. He will discuss "Bookkeeping—Methods and Visual Aids."

SCHOOLS

- The Northwestern University School of Education will sponsor a six-week work-experience program for business teachers from June 25 to August 4. A limited number of students will be admitted; graduate credit will be given. Application blanks may be obtained from Dr. Russell N. Cansler, Department of Business Teacher Education, School of Education, Northwestern University, Evanston,

Illinois. All teachers who enroll are required to work in an office or store position for six weeks.

• The City College of New York's Baruch School of Business has instituted a new Intensive Sales Training Program for the spring semester. The course, taught by active sales executives and supervisors, covers human relations, sales techniques, and consumer motivation.

• The Woman's College of the University of North Carolina, Greensboro, is sponsoring, through its business education and commercial departments, the Fifteenth Annual Business Education Conference. The Conference, which highlights the professional meetings of North Carolina business teachers, will be held March 10.

Guest speakers will be Theodore Woodward, national president of Delta Pi Epsilon, and R. D. Cooper, of the South-Western Publishing Company. They will discuss the problems encountered in selecting, maintaining, and utilizing business machines; a machines exhibit will follow. Another session will be devoted to bookkeeping.

Co-sponsor of the meeting is Zeta Chapter of Delta Pi Epsilon. Mrs. Dorothy S. Sills is conference chairman.

GENERAL

• International Business Machines Corporation has agreed in Federal Court, New York City, to share its manufacturing and maintenance know-how with competitors. The anti-trust consent decree will, according to Attorney General Herbert Brownell, "have far-reaching effects upon major segments of the business world."

Machines affected by the action range from the manual card punch, which IBM rents for about \$250 a year, to the latest type of electronic machines, some of which rent for over \$500,000 a year.

• Educational television has received a boost from Governor Averill Harriman, of New York. The Governor's budget provides for an expenditure of \$625,000 in this new educational field. His proposals covered three areas:

\$300,000—for purchase and/or construction of a television station in the capital of Albany.

\$100,000—to equip two schools with closed-circuit television facilities.

\$225,000—to operate the closed-cir-

cuit facilities and to staff a unit in the State Education Department to run the station and closed circuit outlets.

The proposal may meet with more success than have similar proposals in the past, because it does not involve rushing into the construction of an ultra high frequency television station in New York City. Engineering and economic complications make this impractical, since U.H.F. stations cannot be picked up on sets in New York City.

In Albany, however, the situation is different. There is U.H.F. television in the city and there are also many converted sets. An U.H.F. educational station in that area would be immediately useful. Moreover, a former commercial U.H.F. station, now off the air, might be purchased at a relatively low price.

• An award of \$1,000 will be made to the person who, in 1956, makes the greatest contribution toward the improvement of office methods. Known as the Carl M. Friden Award, it is named for the late founder of the present Friden Calculating Machine Company, of San Leandro, California.

Anyone actively contributing to any phase of office automation is eligible for the award. Names may be submitted by the persons themselves, or by their employers, to the Friden Company. Howard Aiken, Simon Ramo, and Roger Bolz are judges.

• A certificate of progress to facilitate conversion to its electric typewriters, has been announced by Underwood Corporation, New York City. In general, students may earn a certificate each time they increase their speed by 10 words a minute.

• Chairman of the John Robert Gregg Award Administrative Committee for 1956 is Bernard Shilt, Supervisor of Commercial Education, Buffalo, New York, it has been announced by Helen Reynolds, 1955 chairman.

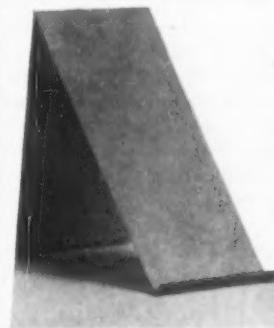
Other members of the Administrative Committee are: L. H. Dickreoger, St. Louis; Albert C. Fries, University of Southern California; Jay Miller, Goldey Beacom School of Business; Vernon Payne, North Texas State College; and Margaret Ely, Carnegie Institute of Technology, Pittsburgh.

Nomination blanks may be obtained from Mr. Shilt, at the Board of Education, Buffalo. Nominations will be received until June 30th.

• An Institute on Correspondence Education has been announced for July 24-28 at Michigan State University, East Lansing, to consider the preparation of instructional materials for home study.

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Machine Folds Paper Six Ways

An electric folding machine, Model 57, is produced by A. B. Dick Company, 5700 West Touhy Avenue, Chicago. The machine can be set for any of six folds: single, parallel or letter, accordion or statement, double parallel, French, and horizontal plus two vertical folds. The machine can handle 150 copies a minute. It can handle duplicating papers, bond, ledger, book, and coated and uncoated paper stocks. Instructions on how to set the dials for any of the six folds are imprinted on the machine.

Tape Slicer Is Pocket-Sized

A new "Gibson Girl" splicer for magnetic recording tape has been introduced by Robbins Industries Corporation, 214-26 41st Avenue, Bayside 61, New York. The Gibson Girl Junior TS-4 Jr., is small, light, and low in cost; it can be carried in pocket or purse. Gibson Girl splicers cut tape ends diagonally and trim the tape

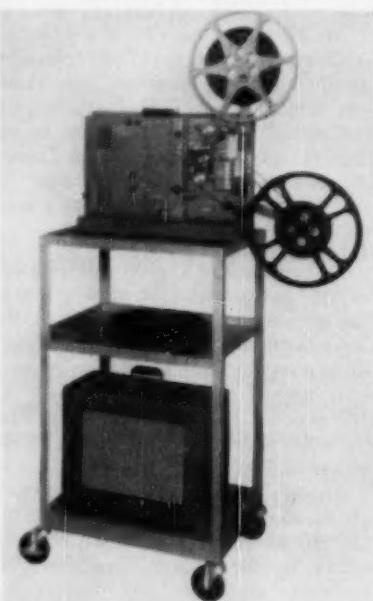


edges. They produce a slightly narrow waist at the splice to prevent contact of the adhesive with recorder parts.

Projection Table Is Mobile

The Pixmobile Projection Table, manufactured by Advance Furnace Company, Wichita, Kansas, has ball-bearing wheels that provide easy

mobility. Two wheel brakes hold the unit firm when it is in use. The standard 42-inch high model has three shelves and can hold two complete sets of projection or sound equipment. It is available in six heights, from



24 $\frac{1}{2}$ to 42 inches. A sponge-rubber top shelf keeps projectors free from vibration and sliding.

Developing Unit Is Compact

The Model 356 Heccokwik Developing Unit may be used with any contact printer. The compact machine has permanently affixed guides and automatic turn-off when the cover is lifted. It weighs 20 pounds and connects to any 110-volt A.C. 60-cycle outlet. The cover lifts easily to expose rollers and a prepositioned tray. For further information, write Hunter Photo Copyist, Inc., 595 Spencer Street, Syracuse, New York.

Speeds Duplicating Process

The 1956 Class 1250 Series Multilith Process Duplicator has been announced by Addressograph-Multigraph Corporation, Cleveland 17, Ohio. Special features increase production and broaden usage for every type of duplicating job.

The most important feature is an automatic blanket cleaner, which completely removes the image from the blanket in less than five seconds; hand cleaning is thus eliminated, adding speed, cleanliness, and simplicity to the operation. Two other major attachments are an automatic plate

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Smith-Corona Inc.	40
Stenographic Machines, Inc.	8
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applicator, which introduces controlled moistening of the master, and an automatic master clamp cylinder, which provides a new and fast method of attaching straight-edged Multilith masters. A duplicating cycle of twenty seconds, for the production of 10 to 15 copies from a master, is now commonplace.

New Products at a Glance

- The Library Division of Standard Wood Products Corporation, 47 West 63 Street, New York 23, has announced production of their Model #140 Magazine Rack. Made from the finest northern hard maple, it is available in two shades of blonde.

- The "Koh-I-Ball" is a double-ended ball-point pencil that writes red on one end and blue on the other. The pencils are sold in dozen lots by Koh-I-Noor Pencil Company, Bloomsbury, New Jersey.

- The Dee-R-Tee typewriter type cleaner, the former Lowston cleaner, is now made by Lansdale Products Corporation, Box 568, Lansdale, Pennsylvania. It comes in single and double thickness (double for Royals), at \$1.10 and \$1.20 respectively.

- A rubber desk-chair mat with a nonskid under surface is made by Ace Lite-Step Company, 1708 South State Street, Chicago 16. The mat retails at \$47.50. It comes in round and rectangular shapes.

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